



Teacher's  
Guide

1

# Come Together

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**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA



## **Estimado(a) maestro(a):**

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

Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

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

Le deseamos éxito.

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# Come Together

Teacher's  
Guide

**MARTÍNEZ**

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# Introduction

*Come Together* is an intermediate three-level course aimed at secondary school students. The series is designed to help students consolidate and develop language skills through a wide variety of interactions with texts and contextualized communicative situations. *Come Together* offers the students different opportunities to participate and collaborate in activities that allow them to integrate language models and skills into the production of real exchanges and written material.

## Approach

- The learner is considered to be an active agent in the construction of learning.
- Collaborative learning, group work, learner autonomy, and responsibility are fostered.
- Well-thought-out activities are related to learners' experiences and interests.
- Opportunities for all students to engage in oral exchanges and reading and writing are created.
- Students are guided to become autonomous in their learning.
- Students are motivated to learn in the most effective way possible and to value and respect their own culture and that of others.
- A respectful and confident environment is encouraged, where mistakes are seen as opportunities to practice and improve in the English language, and positive feedback is received and offered.
- Opportunities to reflect on and practice values and social skills are provided.
- Several opportunities for self-assessment are included.

## Components



The units in the Student's Book are organized according to the complexity of thinking skills that are demanded from the student. As these skills become more advanced, the command of English grows as well. Consequently, units are sequenced in progressive stages of focus on: recognizing and reproducing models, understanding and relating parts, inferring and applying, organizing and

evaluating, and, finally, designing and creating. The Student's Book contains ten units, each one with the same structure: four lessons, a *Final Product*, a *Self-assessment* page and a *Glossary* page. The ten units are distributed in three blocks (Block 1: Units 1–3; Block 2: Units 4–6; Block 3: Unit 7–10). Every unit is developed within the context of a particular social learning environment. There are three types of learning environments:

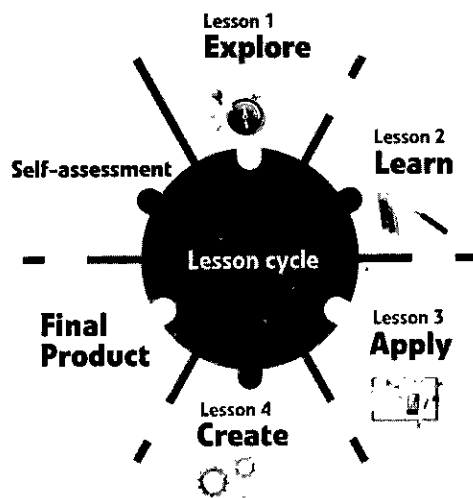
*Family and Community* – This learning environment emphasizes listening and speaking skills in situations that reflect the student's surroundings.

*Recreational and Literary* – This learning environment focuses on reading comprehension developed through literature and entertainment material.

*Academic and Educational* -- This learning environment focuses on academic language related to other school subjects and writing skills.

In every unit, students are provided with activities designed to fulfill a specific social practice and a communicative activity:

## Student's Book Lessons



## Lesson Sequence

*Lesson 1 Explore* – Students analyze textual components and characteristics of oral and written texts.


*Lesson 2 Learn* – Students are introduced to main teaching points about language and functional skills.


*Lesson 3 Apply* – Students extend and put into practice the introduced teaching points and skills.


*Lesson 4 Create* – Students produce, edit, and practice what they have learned throughout previous lessons.


## Learning Cycle in Lessons


Each lesson is built on a five-stage learning cycle that scaffolds contents for students to reach the proposed achievement with a constructivist approach. The stages of the lessons appear clearly in the teaching notes for each activity in the Teacher's Guide. These stages are:

 **Activate** In this first stage, students activate their previous knowledge, usually within a collaborative practice that draws their attention to the lesson's contents.


 **Identify** In the next stage, students come in contact with the new language items and topics by engaging with an oral or written text.

 **Figure out** The following stage allows students to analyze the language involved in the objectives of the lesson. Students are encouraged to notice, compare, relate, distinguish, or analyze the teaching point.

 **Practice** The fourth stage guides students to apply the analyzed language and new knowledge. Students are presented with exercises to ensure the comprehension of the teaching points. These exercises go from controlled to free practice to help students progress by doing meaningful work with the language.

 **Reflect** This final step in the sequence works as a reflective wrap-up. It is a self-assessment activity where students reflect on what they have learned. Students go back to this section in the *Self-assessment* page. At the end of the lesson there is a cue to guide the students to the *Self-assessment* page.

## Final Product

In this section, students wrap up the skills acquired through the lessons. There is a *Final Product* page at the end of each lesson. Nevertheless, students will work on their product lesson after lesson following the STEP icon . In addition, when students develop their product, they will go back to their work from the lessons and use it as a model. As a consequence, although the *Final Product* is the consolidation of the students' work during the unit, it is not isolated from the lessons. The *Final Product* ends with a reflective activity for students to analyze their progress and provide feedback to their classmates.

## Self-assessment

The unit concludes with a *Self-assessment* page where students will reflect on their progress in the use of English and the skills they have acquired in each lesson, Final Product, or unit.

## Other Features



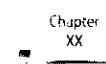
This indicates when there is an audio support to accompany the activity.



This icon refers students to the Glossary at the end of the unit.



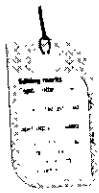
This indicates exercises which can be placed in the student's portfolio.



This icon refers when to use the Reader that accompanies the Student's Book.



This icon indicates exercises which develop IT skills.



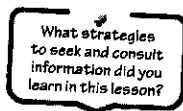
This indicates exercises which develop editing skills.



**Language Boxes** – They can be found in several places throughout the lessons. They contain important teaching points and conclusions about the use of English.



**Skills Boxes** – They appear in several activities for students to reflect and broaden thinking, learning, intercultural, and social skills.



This feature is a self-assessment instrument called Now I can that helps students to reflect on what they've learned at that point. It works as an intermediate self-evaluation moment.



The key activities that have this icon are sub-products that build up the Final Product.



Each of the three levels of the *Come Together* course is complemented with a Reader that has a chapter for each unit of the Student's Book. This component includes two types of texts: narrative and informative. Narrative texts are fictional stories that promote creativity and imagination. Informative texts provide facts and information to broaden the student's education.

All texts begin with a set of activation questions that work as a pre-reading exercise. At the end of the chapter there are two pages with exercises that develop reading comprehension strategies and extend students' knowledge about the text. There is also a Glossary page that students can refer to for key vocabulary to understand the text.

## How to Use the Reader

The Reader is a valuable aid for students to apply strategies they already have in their mother tongue to reading in English. Since the Reader's texts are consistent with the social practice in the Student's Book unit, you can use them to reinforce the production and exchanges proposed in the lessons.

You can use the Reader at any time you feel necessary according to your planning, but *Come Together* suggests two reading moments during the unit. The first moment is after you complete Lesson 1, and it can work as an appropriate warmer for Lesson 2 because your students will already be engaged in the general topic and will have activated some previous knowledge. The Reader will help students extend vocabulary related to the unit and get in touch with the social practice of the language they will be carrying out in the following lessons. The second suggested reading moment is after Lesson 3. Since students have completed most of the unit, the social practice developed in the Reader chapter should be more meaningful and this reading moment will allow deeper reflection. You will find teaching notes in the Reader Page in the Teacher's Guide to help you direct students before reading, during reading, and after reading the text, as well as notes and answer keys for the exercises at the end of each chapter.



The Teacher's Guide has ten units that match the Student's Book. Each unit in the Teacher's Guide includes an opener with a table of the contents in the Student's Book, teaching notes for all the lessons (including the *Final Product* and *Self-assessment* section) and reading moments, and a suggested *Evaluation Instrument* for summative assessment. The material is planned for 120 core hours. It can be complemented with the additional material provided in the Teacher's Guide and the Class CD, according to the teacher's needs and criteria.



## Teacher's Guide Organization

- An *Introduction* to the series and its components.
- *Assessment Guidelines* to explain and plan the different types of evaluation throughout the school year.
- A customizable *Portfolio Form* and *Teacher's Journal* to help you organize and assess students' evidences collected throughout the units.
- A suggested *Class Planner* to organize your units in three blocks of terms.
- An *Initial Diagnostic* page with tips and guidelines to begin the course by understanding where your students are, where they will get, and areas of opportunity to emphasize in your planning throughout the school year.
- Step-by-step teaching notes and answer keys for the exercises in the lessons, including the *Final Product* and *Self-assessment* sections.
- Teaching notes and suggestions for all the Student's Book special features, such as *Skills Boxes* and *Language Boxes*.
- Teaching notes to apply information technologies in the exercises where the IT icon appears and in other suggested activities to encourage and guide students in the use of technology to enhance their learning.
- A *Reader Page* with notes and answer keys for two suggested reading moments.
- A suggested *Evaluation Instrument* per unit that can help you establish the outcome of your students' performance.

- An *ELT Glossary* of terms used throughout the teaching notes.
- A *Bibliography* for teachers with reference materials.
- An *Audio Script* for all the audio tracks.
- A *Track List* with the complete reference to the audio tracks.
- A *Class CD* with audio and visual media resources.

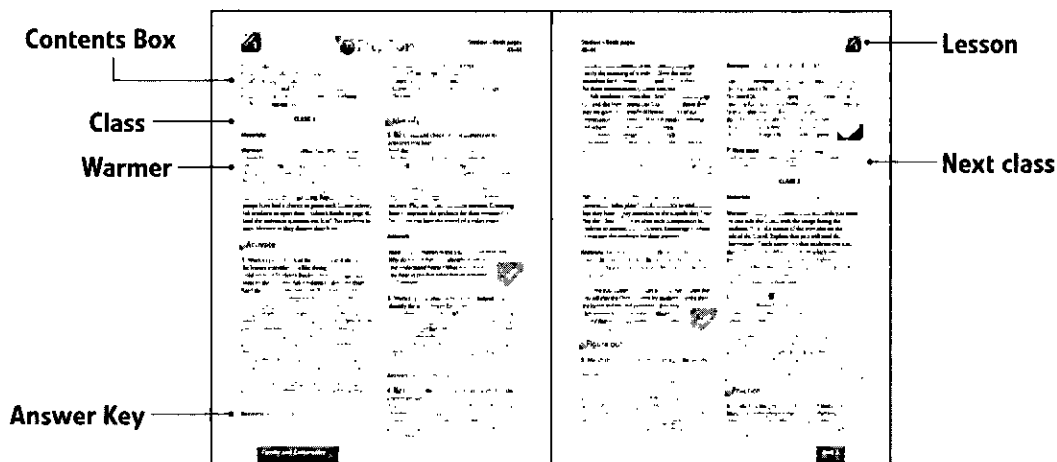
## Teacher's Guide Lessons

### Unit Lessons

The lessons *Explore*, *Learn*, *Apply*, and *Create* are each divided into two classes. Each lesson has its own *Contents Box* with the language targets and skill development points for the lesson, a *Warmer* activity to activate learners' background knowledge or to review, and a *Next class* indicator to remind the teacher what materials are needed for the following class.

*Come Together* Teacher's Guide 1 includes teaching notes for all the exercises and the special features like Skills Boxes and Language Boxes. All exercises reinforce collaborative learning and scaffolding to support students.

There are several options for review and extra activities which are indicated in the teaching notes but are not considered for the exact time of your classes. You should decide when and if you will use them, according to the real available time you have and the particular needs of your group.



## Product Development

The *Final Product* is a wrap up of the unit and takes all of the sub-products done in each lesson to create one final product. At the end of each lesson, the students are asked to go to the product page and complete information or they are asked to use the lesson work as a model for their work on the product. The lessons, therefore, build up knowledge to complete the final outcome of the unit. Students will demonstrate the skills and knowledge in the last outcome and this will articulate the knowledge and outcomes given meaning and relevance to everything learnt in the unit.

During the development of the product, it is important that you walk around to monitor strengths and weaknesses and to register those observations. As you walk around, offer help and encouragement so that students do not feel they are being graded. It is a great opportunity to notice how their social skills and emotional self-regulation are progressing.

## Teacher's Guide Features

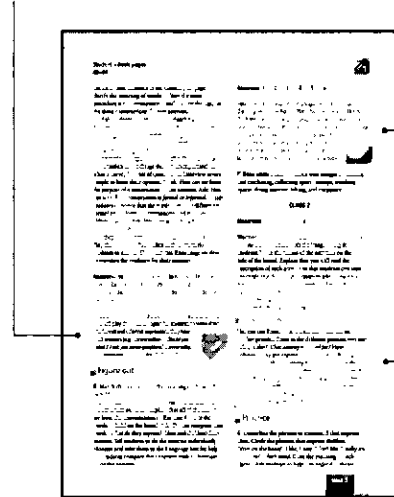
**Intercultural Note** – This box includes information related to cultural characteristics of English, English-speaking and other countries, or other facts relevant to learning a foreign language and fostering respect for one's own culture and that of others. It may also contain interesting information related to the topics of the lesson.

**Language and Skills Boxes** – This feature includes teaching notes related to the *Language Boxes* and *Skills Boxes* in the Student's Book.

**Optional Exercise** – This box includes different ways of presenting information from existing exercises. The activities may be related to multiple intelligence tasks, ideas to expand on target language, mixed abilities, and class management. It includes a suggested time limit for the activity.

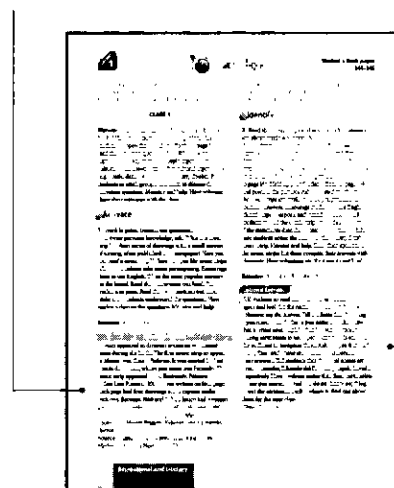
**Media Resources** – This box includes suggested activities involving the posters and *List of Verbs* included in the Class CD for further practice of the target contents, as alternative warmers, and as opportunities to reinforce contents that students may need to review or practice more thoroughly.

## Skills Box



## Language Box

## Intercultural Note



## Media Resources

## How to Use Editing Marks

Editing marks are visual and easy to learn marks that are used to proofread papers. They are a simple and neat way to identify mistakes and state what needs to be corrected or improved in a text. Having students identify mistakes in their writing is an important skill to enhance their knowledge of language and build spelling and punctuation skills. Make a poster with the editing marks from the Student's Book and hang it in the classroom. Try to use the marks as much as possible. When checking students' papers, use the editing marks in a different colored pen. Many spelling and punctuation

mistakes come from careless haste. Whenever students produce a piece of writing, have them proofread their own or others' work.



The *Come Together* Class CD contains all the audio material for the course plus additional visual support material to provide further practice for your students. It can be played in CD players, computers, external CD players, etc.

## How to Access Your Class CD

### Visual Support Material

To run the CD, follow these steps:

- 1 Insert the CD on the disc tray of your computer or on an external CD reader connected to it.
- 2 Go to My Computer and right-click on the CD / DVD RW drive (any letter from D:).
- 3 Right-click and hold on the *Come Together Class CD* icon.
- 4 Select "Open" on the displayed Menu.
- 5 Right click on the folder you want to see ("Introduction" or "Additional Resources," or "Audio Tracks").

### Audio Tracks

#### Computer


- 1 Open your computer's media player.
- 2 Select the *Come Together* Class CD Audio Tracks icon and double click on it to display the list of tracks.
- 3 Click on the track you want to listen.

#### CD Player

- 1 Insert the CD on the disc tray of your player.
- 2 Click on the track you want to listen.

The *Come Together* Class CD contains all the audio tracks used to develop listening skills in the Student's Book lessons and in the activities of some Reader chapters. You will find a variety of age-appropriate conversations, interviews, and presentations provided in real-life contexts that are familiar to students. The audio tracks are used in different social environments to reinforce students' ability to comprehend English in different social situations.

In *Come Together*, students are engaged in understanding general meaning, detailed explanations, oral exchanges, words related to specific areas of knowledge, common expressions, and acoustic characteristics.

 This icon shows where and which audio track needs to be used in the exercises.

In the Class CD, you will also find a series of visual support materials to help you with further practice and alternative ways of presenting language content to students that respond better to learning through images. You will find three types of visual materials: posters (one for each unit), a *List of Verbs*, and flashcards for the Reader (three for each chapter). These media resources can be projected or printed according to your own needs. The Class CD also includes a set of documents that will suggest ways to use posters and flashcards to make the most out of these visual aids.

## How to Use the Class CD

The teaching notes in the Teacher's Guide suggest how to use the Class CD for exercises, modeling language, practicing pronunciation, role playing, and writing. *Come Together* provides an Audio Script with all the tracks at the back of the Teacher's Guide for your convenience. You will also find a Track List for easy reference to the audio tracks. The Student's Book also includes an Audio Script section that students can refer to as they listen.

You will find suggestions on how to use the posters and *List of Verbs* in the notes of the Teacher's Guide, but the Class CD also includes a document with activities you can use to practice specific language, to review, and to reinforce things you have detected that students need to work on more thoroughly to improve their final outcome.

The Reader includes exercises for reading comprehension and critical reading, but the flashcards included in the Class CD are also a good way to engage students in the Reader chapter and help you guide and verify the first stage of comprehension. You can also use them to start class discussions and as triggers for controlled and free oral exchanges in pairs or small groups for you to monitor. The documents in the Class CD will provide you with general guidelines and ideas to work with the flashcards.

# Assessment

*Come Together* proposes several ways to gather data about students' learning to determine the value of the global assessment. We suggest you build up a varied range of evidences and progress registers from different moments for you to get a more complete picture of students' learning.

Daily assessment and identification of previous knowledge can help you make your lesson planning better fit the needs of your group and have a more successful summative assessment. This class monitoring is essential for assessment and improving class planning. The notes in the Teacher's Guide suggest several content-specific prompts to put on the board for activation and discussion of answers. If you carry them out you will be able to monitor oral comprehension in general, monitor the development of the exercise objectives, and clarify misconceptions before and during the teaching process. Monitoring during the *Final Product* is particularly important.

## Student's Self-assessment

When students complete each lesson, they will complete the *Reflect* stage where they will identify if they have fulfilled the achievement(s) proposed by the lesson. Students will be able to recognize their progress, and we recommend that you properly monitor this reflection to detect on time if further practice and review is necessary.

At the end of every unit students will have to reflect on their learning process. For the first part, go over the *Reflect* exercises in each lesson. Students will evaluate their performance regarding the attitudes and values reflected in the interaction with their classmates, and will identify social and emotional skills to become successful learners and team players. You can use this moment to strengthen these skills as part of their integral development.

The feedback from this assessment should be used to identify difficult areas that need extra support and further practice. It is very important for the student to be aware of what the problem was and what solution there might be for it. This *Self-assessment* is a tool that can help you foresee possible difficulties and plan solutions. Always take into account the feedback from this section, and, if possible, record it in a teaching journal.

The image shows a form titled "Final Product" with a grid border. It contains several sections with horizontal lines for writing, suggesting it is a template for recording student work or assessment results.

This form has a grid border and contains several sections with horizontal lines for writing, similar to the "Final Product" form, likely used for monitoring or recording student progress.

The image shows a form titled "Self-assessment" with a grid border. It contains several sections with horizontal lines for writing, designed for students to reflect on their learning process.

The combined process between students and teachers will help you identify systematic or casual mistakes, come up with solutions, and plan better classes. You can use the *Teacher Journal* form to make notes on the observations noticed after the *Self-assessment* and during your usual monitoring during class activities.

# Assessment

## Portfolio Assessment

Building a portfolio with evidences produced by students allows you to make a final summative assessment of the expected achievements. Portfolio evidences can also be evaluated as work in progress, and during their development students can receive your feedback as formative assessment.

*Come Together* suggests several activities that can be treated as portfolio evidences for you to keep in an actual file. In these cases, it is recommended that you ask students to work or copy their work on a separate piece of paper or any other material of your choice. If you do not want to keep a physical file, or if the outcome of activities is oral, you should record all your observations about each evidence in order to have a clear register and follow-up of students as individuals and the overall progress of your group.

The evaluation of a student's portfolio will show you the step-by-step route of a student towards an expected achievement and the final status at the end of a determined period. In other words, it works both as continuous formative assessment and as part of the summative assessment. As work in progress, it can reveal in a timely manner those particular areas that need reinforcement in order to make sure students have the skills to develop their *Final Product*. Exercises that are suggested to collect portfolio evidences have an icon to identify them.

## Evaluation Instruments

At the end of each unit you will find a format for a suggested *Evaluation Instrument*. These instruments will allow several means of assessment: continuous and summative assessment of performance through the registration of observations from different types of monitoring, guided peer assessment, evaluation through rubrics, among others. These instruments will provide valuable data for future planning and follow-up of areas that may need improvement. The effective use of these instruments will require that you previously formulate, at the beginning of each unit, a clear set of standards and expectations based on your initial diagnostic and continuous assessment. These standards or expectations should be realistic and can be modified as the evaluation period advances. In this way, at the end of course

they will reflect the actual performance of individual students and the class as a whole. When students have to participate in the evaluation process, it is necessary that they understand precisely what is expected of them and bear in mind that the outcome should be formative so that they can set new goals and identify where they need to improve.

Use the *Teacher Journal* and *Portfolio Assessment* forms to help you keep a record of your students' performance.

This form is titled "Evaluation Instrument" and features a section for "Evaluation Rubric". It includes fields for "No.", "Date", "Subject", "Teacher", and "Student". Below these fields is a table with multiple rows and columns, likely for recording scores or observations across different criteria. The table has a header row and several data rows, with some cells containing dashed lines.

This form is also titled "Evaluation Instrument" and features a section for "Graded Scale". It includes fields for "No.", "Date", "Subject", "Teacher", and "Student". Below these fields is a table with multiple rows and columns, likely for recording scores or observations across different criteria. The table has a header row and several data rows, with some cells containing dashed lines.

# Assessment

## Portfolio Form

Student's Name: \_\_\_\_\_ Group: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

Skills	Description of the Evidence	Evidence	Observations on Performance
Listening			
Speaking			
Reading			
Writing			

Follow-up notes:

# Assessment

## Teacher Journal

Teacher's Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_ Group: \_\_\_\_\_

Observations

Solutions

Plan

# Class Planner

## Block 1

Class	Unit	Lesson	Reader
1		Initial Diagnostic	
2-3		Explore	
4-5		Learn	Chapter 1
6-7	1	Apply	
8-9		Create	Chapter 1
10-11		Final Product	
12		Self-assessment	
13-14		Explore	
15-16		Learn	Chapter 2
17-18	2	Apply	
19-20		Create	Chapter 2
21-22		Final Product	
23		Self-assessment	
24-25		Explore	
26-27		Learn	Chapter 3
28-29	3	Apply	
30-31		Create	Chapter 3
32-33		Final Product	
34		Self-assessment	
35-37		Feedback and setting goals	

## Block 2

Class	Unit	Lesson	Reader
38-39		Explore	
40-41		Learn	Chapter 4
42-43	4	Apply	
44-45		Create	Chapter 4
46-47		Final Product	
48		Self-assessment	
49-50		Explore	
51-52		Learn	Chapter 5
53-54	5	Apply	
55-56		Create	Chapter 5
57-58		Final Product	
59		Self-assessment	
60-61		Explore	
62-63		Learn	Chapter 6
64-65	6	Apply	
66-67		Create	Chapter 6
68-69		Final Product	
70		Self-assessment	
71-73		Feedback and setting goals	



# Class Planner

## Block 3

Class	Unit	Lesson	Reader
74-75		Explore	
76-77		Learn	Chapter 7
78-79	7	Apply	
80-81		Create	Chapter 7
82-83		Final Product	
84		Self-assessment	
85-86		Explore	
87-88		Learn	Chapter 8
89-90	8	Apply	
91-92		Create	Chapter 8
93-94		Final Product	
95		Self-assessment	
96-97		Explore	
98-99		Learn	Chapter 9
100-101	9	Apply	
102-103		Create	Chapter 9
104-105		Final Product	
106		Self-assessment	
107-108		Explore	
109-110		Learn	Chapter 10
111-112	10	Apply	
113-114		Create	Chapter 10
115-116		Final Product	
117		Self-assessment	
118-120		Feedback and setting goals	

# Initial Diagnostic

The *Come Together* series is designed so that by the end of the course students:

- can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- can understand texts that consist mainly of high frequency everyday or job-related language.
- can understand the description of events, feelings and wishes in personal letters.
- can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.
- can briefly give reasons and explanations for opinions and plans.
- can narrate a story or relate the plot of a book or film and describe my reactions.
- can write simple connected text on topics which are familiar or of personal interest.
- can write personal letters describing experiences and impressions.<sup>(1)</sup>

To achieve the goals of this course, it is necessary that you know what areas your students need to work on harder and what language contents require some review so that the planning of your school year addresses the particular issues of your group.

In the first class, when you meet your students, it is helpful to devote the complete session to the diagnostic assessment of your class. Start by welcoming them and introducing yourself. Invite students to answer specific questions about their background (their age, birthdate, family members, hobbies, and so forth) in order to figure out how well they can understand and answer simple

questions and connect ideas. This will help you start knowing your students and build an environment where they can feel stimulated and comfortable. An open and warm attitude towards them will help you establish the appropriate atmosphere for future classes.

After this, you can proceed to test vocabulary and handling of verb tenses. You can prepare a formal exam where you provide an input text (a profile or a biography, for example) and ask simple comprehension questions about it. Your text should be about personal information, physical description, and some life events from the past of a person. In this way, you will learn about how they can use and understand present and past, their range of adjectives, and the identification of language to exchange basic information related to contexts that are related to their experience.

Another option is to select and use the activities with posters included in your Class CD. The general activities for each poster will give you a very clear idea of the status of your class in terms of both speaking and writing ability. An advantage of using the *Come Together* posters for initial assessment is that they can allow you to carry out fun activities that do not feel like an exam. This game environment allows for work in small groups, where you will be able to identify the social skills of your students. The range of activities you can do with posters will allow you to assess and question students about their learning preferences and give you important clues about the multiple intelligences in your classroom.

This initial class will provide important information to plan your course according to the strengths and weaknesses you identify so that your class can reach the expected achievements for this English course.

<sup>(1)</sup> From [www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR). Copyright is held by the Council of Europe: © Council of Europe

# Unit 1

**Social Learning Environment:** Family and Community

**Communicative Activity:** Exchanges associated with specific purposes.

**Social Practice of the Language:**

Exchanges views of a community service.

**Final Product:** Conversation Role-Play.

Lesson	Activities	Pages
Explore	<i>Offer your students a variety of activities with which they can:</i>	8-10
	<ul style="list-style-type: none"> <li>• Activate previous knowledge.</li> <li>• Detect contextual clues (e.g. background noise, relationship of speakers, etc.).</li> <li>• Identify form of communication (face to face or long-distance interaction).</li> <li>• Distinguish intonation and attitude.</li> <li>• Recognize topic, purpose, and intended audience.</li> <li>• Detect key words.</li> </ul>	
Learn	<i>Guide your students for them to be able to:</i>	11-13
	<ul style="list-style-type: none"> <li>• Clarify the meaning of words and expressions.</li> <li>• Exchange experiences.</li> <li>• Notice language register.</li> <li>• Identify use of words and expressions that contain ideas (e.g. if, then, and, because, etc.).</li> <li>• Determine the structure of conversations: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.</li> </ul>	
Apply	<i>Guide your students for them to be able to:</i>	14-16
	<ul style="list-style-type: none"> <li>• Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.).</li> <li>• Anticipate general sense.</li> <li>• Distinguish the composition of expressions: types of sentences and modal verbs.</li> </ul>	
Create	<i>Provide information and help students to learn how to:</i>	17-19
	<ul style="list-style-type: none"> <li>• Select appropriate repertoires of words and expressions.</li> <li>• Include relevant details and interesting information.</li> <li>• Determine language register according to intended audience.</li> <li>• Formulate and respond questions to ask for and give information.</li> <li>• Consult notes to remember information that is necessary to know.</li> <li>• Confidently and appropriately participate in brief conversations.</li> <li>• Fluently take turns to speak.</li> </ul>	



- Activate previous knowledge.
- Detect contextual clues (e.g. background noise, relationship of speakers, etc.).
- Identify form of communication (face to face or long-distance interaction).

- Distinguish intonation and attitude.
- Recognize topic, purpose, and intended audience.
- Detect key words.
- Assess use of own strategies.

**CLASS 1**

**Materials:** Class CD, dice.

**Warmer:** Greet and welcome your students. Tell them they are about to start their English course. Explain that they are going to play a game to get to know each other. Put students in groups of four or five. Show them the dice. Explain that each group will have a die (singular of *dice*). Tell them that they are going to take turns rolling the die. The number they roll is the number of sentences about themselves they are going to say e.g. Number 2: I am (name). I come from (city). Model the exercise. Monitor and help. Ask students: *Is there something about a classmate that you consider relevant / interesting / amusing?* Encourage them to report their classmates' answers.

Ask students to open their Student's Books to page 7. Have a volunteer read the activation question out loud. Put students in pairs. Tell them to discuss and answer the question. Encourage them to use English. Monitor and help. Ask volunteers to share their answers with the class.

**Activate**

**1** Work in groups. Look at the community service projects, read the titles, and say two activities you think teenagers do in each program.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Write *Community Service* on the board and ask students what it is (unpaid work to benefit a community). Point out that people participate because they want to help others and improve their community and the world around them. Point out that there are many ways to that help make their community a better place to live, and even if students are not sure what they can do, they can often volunteer for a one-day event. There are often opportunities to do volunteer work with animals, with younger children, or to help the environment.

Hold up your Student's Book to page 8 and point to the first picture. To activate previous knowledge, elicit a description of what students can see in the first photograph. Ask them question such as *Where are they? What are they doing?* Share ideas with the class. Put students into pairs. Explain that, with in groups, they are going to describe what is happening in each picture. Monitor and help. Ask for volunteers to describe the different pictures. After each description, ask *Why do you think this makes the community a better place?* Encourage students to use English. Ask students to provide two additional examples of community service. Write their answers on the board and elicit how they help improve the community.

**Answers:** Answers may vary.

**Identify**

**2** Listen to the conversation and circle the correct answer.

Ask students to close their eyes and say the sounds they can hear. Explain that those are background sounds. Tell them to think about the sounds that can be heard at a restaurant, an airport, and a supermarket. Elicit answers. Ask students to close their books. Explain that you will play the class CD for them to detect background sounds. Write the following questions on the board: *What sounds can you hear?* (phone ringing, hold music) *What do they tell you?* (This is a phone conversation. Brenda is in an office. Cindy is at home.) Play the Class CD. Tell students to write in their notebooks the answers to the questions on the board. Ask volunteers to read the answers out loud.

To prepare students to listen again and detect more contextual clues, ask: *Who are the speakers? Where are they? What is their relationship? How do they sound?* Tell students to open their Student's Books to page 9. Read the instructions out loud. Explain that you will play the Class CD again for students to circle the correct answer to complete the sentences. Ask different volunteers to read the prompts and options out loud. Play the Class CD. Monitor. Let students compare answers with a

partner. Play the Class CD again for students to confirm or correct their answers. Elicit the answers. When checking answers, ask questions. For the first prompt, ask: *How can you tell Brenda is in an office?* (the way she answers the phone and the hold music) For the second prompt, ask: *How do you know Cindy is at home?* (Cindy's Mom says dinner is ready.) For the third prompt, ask: *What contextual clues help us know they are on the phone?* (phone ringing, hold music) For the fourth prompt, ask: *What contextual clues help us know the answer?* (We greet people we know and people we do not know differently.) For the fifth prompt, ask: *How can you tell Cindy is surprised?* (her tone of voice). For the last prompt, ask: *Which sentence does Cindy use to get information?* (I'm calling to ask about your youth volunteer programs.) Monitor and help.

**Answers:** 1 b 2 a 3 b 4 b 5 a 6 b

Explain something in an angry tone of voice. Ask students why you used that tone. Elicit answers. Read the information in the Skills box out loud. Have students notice that they knew your attitude because of your tone of voice. Ask different students to perform an attitude in different situations (e.g. someone saying *I'm very happy with my new pet* in a happy way, or *I'm really hungry* in an annoyed way). Ask them to use body language and pretend to be in that situation so their classmates understand.



## Figure out

**3 Work in pairs. Read the conversation and follow the instructions.**

Read the instruction out loud. Ask them to individually read the conversation. Refer students to the Glossary on page 23 to clarify the meaning of words. Choose a volunteer to read the first step in the box. Explain that cognates are words that are similar in two different languages, for example, in English and Spanish. Write *service / servicio* on the board. Elicit three other examples from the conversation in Exercise 3 and ask volunteers to write them on the board. Explain that words that look like a word in Spanish, but do not share the same meaning, are called *false cognates*, for example, *exit* would be *salida*, not *éxito*. Point out that *library / librería* and *actually / actualmente* are also *false cognates*. Monitor and help. Elicit the answers and write

them on the board. Choose a volunteer to read the second step. Ask students to scan the conversation and circle words they know and that are not cognates. Monitor. Elicit answers and write some of them on the board. Choose a volunteer to read the third step. Have students highlight the words they do not understand. On the board, write the most common words students do not understand and elicit their meanings. To detect key words, have students identify which words and phrases are necessary to understand the conversation. Ask them to reflect on whether they understand the conversation better now that they know the meaning of key words.

**Answers:** 1 volunteer, local, program, action, service, project, community, information, particular 2 Answers may vary. 3 community service, environmental, local town program

▼ **Next class:** Bring cards and strips of paper with the following actions: paint the walls, recycle, plant a tree, build houses, pick up garbage, go to the doctor. Ask students to bring their bilingual dictionaries.

## CLASS 2

**Materials:** Cards, strips of paper, bilingual dictionaries

**Warmer:** Greet your students. Divide the class into two groups. Explain that you will perform an action for them to guess. Once they have guessed, explain that volunteers from each group will take turns going to the front of the class. You will give each volunteer a strip of paper with an action to perform in the same way for his / her teammates to guess. The group has only 30 seconds to try to guess the action. Monitor.

## Practice

**4 Read the conversation in Exercise 3 again. Answer the questions.**

Ask students if they remember who Brenda and Cindy are. Elicit answers. To recognize topic, purpose, and intended audience, ask for volunteers to retell the conversation. Help them by asking: *Who are the speakers? What does Cindy want?* Put students in pairs. Explain that they are going to role-play the conversation. Have students choose who will play

Cindy and who will play Brenda. Monitor and check pronunciation. Read the instructions out loud. Choose volunteers to read the questions. Monitor as students do the exercise individually. Refer students to the Glossary on page 177 to clarify the meaning of words. Ask volunteers to read the questions and say their answer out loud. Ask students to write the evidence for their answers in their notebooks.

**Answers:** **1** Cindy wants to know about youth volunteer programs. **2** Maple Community Service has two programs: the local one and the summer Youth in Action community service abroad. **3** Cindy is interested in the local town program. **4** She needs to do 50 hours of community service.

**5 Work in pairs. Using the information from the conversation in Exercise 3, complete the organizer with words from the box.**

Ask students to open their Student's Books to page 10. Put students in pairs. Tell them to take turns reading the conversation in Activity 3 out loud. When they finish, tell them to switch roles and read it again. Explain to students that they are going to classify some words and expressions from the conversation in the graphic organizer. Read the headings out loud. Model the activity. Ask pairs to continue in the same way with all the expressions. Monitor and help. Choose volunteers from different groups to complete the organizer on the board. Elicit whether graphic organizers help them organize and learn new vocabulary. Point out that there are many forms of graphic organizers, and some of the most common are word webs, Venn diagrams, etc. Explain that when they use a graphic organizer, it can be helpful to know the part of speech (noun, verb, etc.), and they can find the parts of speech in the dictionary.

**Answers: Opening:** Good morning and Hello **Offer help:** Answers may vary **Ask for information:** How can I help you? **Speakers:** Brenda, Cindy, and Mom

**STEP 1**

**6 Work in pairs. Follow the instructions.** You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 1 of the Final Product.

Review the concept of community service. Write *Project Ideas* at the top of the board. Put students in pairs. Ask students to look back at page 8 in their Activity Books and elicit the categories: helping the elderly, helping the environment, helping people in need. Tell them they also can think about helping animals, helping children and schools, etc. Have them close their eyes and picture their community. Guide them to think of that aspect of their community that might need their help. Then have them open their eyes and discuss with their partner the projects that their community needs and write them on page 20 of their Student's Book. Then have them choose one of those projects for their Final Product. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Reflect**

**7 Work in groups. Discuss the questions.**

Say *fine*, *no way!*, *print*, and *lose* out loud one by one and have students raise their hands if they know their meaning. Write the words on the board. Ask students to discuss with a partner what they do when they are not sure of the meaning of the word when they do not have access to a dictionary or glossary. Monitor and write some suggestions on the board. Point out that they can find the parts of speech in the dictionary. Remind students that cognates are words that are similar in two different languages. Finally, have them discuss the answer to the second question and share their answers. Explain that even native-speakers are not always sure of the meaning of certain words and use similar strategies when deducing the meaning of unfamiliar words.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 22.

**Next class:** Class CD, a list of six key words from the lesson.

Listen and revise conversations about community services.

- Activate previous knowledge.
- Clarify the meaning of words and expressions.
- Assess use of own strategies.
- Exchange experiences.
- Identify form of communication (face to face or long-distance interaction).

## CLASS 1

**Materials:** Class CD, list of key words from the previous lesson.

**Warmer:** Write a topic, for example, *Environment* in large letters on the board and ask children to think what can be improved through community service. Divide the class into groups of four and have them take turns sending a member of their group to the board to write a word beginning with one of the letters. The word must be related to the topic, and words cannot be repeated. After several turns, erase the words and challenge groups to write down as many as they can remember.

## Activate

**1** Look at the pictures. Circle the places you visit often. Discuss in pairs.

Ask students to open their Student's Books to page 11. Hold up your book to page 11 and point to the different places. Elicit the services they provide. Read the instructions out loud. Point to each picture and ask: *Do you visit this place often?* Monitor as students do the exercise. Let them compare answers with a classmate. Ask for volunteers to point to the places they have visited and say why (e.g. sports center, to do exercise). Encourage students to use English.

**Answers:** Answers may vary.

You can use Poster Unit 1 from the Class CD for further practice. Show students the poster. Point to different places. Elicit their names and the services they provide. Put students in pairs. Tell them to say the places they have visited and why. Encourage them to use English. Monitor. Have volunteers share their answers with the class.

- Notice language register.
- Identify use of words and expressions that contain ideas (e.g. if, then, because, etc.).
- Determine the structure of conversations: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.).

**2** Work in pairs. Classify the places from Exercise 1 according to their type of service. Discuss which services from the table exist in your community. You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud. Copy the table on the board and read the headings out loud. To model the exercise, ask: *What services does a library provide?* (information services) Elicit the answer and write the word *library* in the correct column. Put students in pairs. Explain that they are going to classify the places in the table first. Monitor. Have volunteers go to the board and complete the table. To have students assess their strategies, ask volunteers to say how they got their answers and if their strategy helped them get the correct answers. Next, tell students they are going to discuss the services in their community. Ask: *Does your community have a (library)? Do you use it?* Monitor as students discuss the questions. Have volunteers say the services that exist in their community.

**Answers: Information and Entertainment:** movie theater, Internet café, library **Personal Appearance and Health:** hair salon, local medical clinic, sports center

## Identify

**3** Listen to the conversations. Write if the people are talking on the phone or face to face. Pay attention to background sounds.

Ask students: *Do you remember what a background sound is? How can it help us to identify the place where a conversation is taking place?* Elicit students' answers. Tell students that you are going to play the Class CD for them to focus only on the background sounds in each conversation. Play the Class CD. Pause the Class CD after the first conversation. Ask: *What background sounds did you hear? How do they help you know the answer?* Have students write the answer. Follow the same procedure for the next two conversations. Elicit the answers.

Play the Class CD again for students to get the main idea. Refer students to the Glossary on page 23 to clarify the meaning of words. Monitor and help. To check students' understanding of the main idea of each conversation, ask: *What is (Sam's) problem? Is there a solution for the problem?* Elicit the answers.

**Answers:** 1 face to face 2 on the phone 3 face to face

**4 Work in groups. Read the conversation and discuss what it is about. Answer the question.**

Ask students how often they make use of their school library or local community library. Elicit some of the rules: being quiet, taking care of books, etc. Elicit other things they might be able to do at a library: use a computer to do research, etc. Explain that in many countries, people can borrow / take out books from the library and take them home to read.

Tell students to open their Student's Books to page 12. Divide the class into groups of four. Ask them to read the conversation silently and then tell them to choose one word to tell you what it is about. Refer students to the Glossary on page 23 to clarify the meaning of words. Allow them one minute to discuss and then elicit answers (They will probably say *library*). Then ask them decide together and add another word to *library* (for example, *library rules*). Have a volunteer write the words on the board. Point out that they just told you what the conversation was about. Ask volunteers to say why they chose those words (and not others). Point out that this is a good strategy to use in order to get the main idea of a text or conversation. Elicit some answers. Tell students to pay attention to the reasons they are giving and use them to answer the question below.

Ask students *What phrases do you use when you greet / say goodbye to your friends?* Elicit answers and write them on the board. Encourage students to use English. Guide the students to notice that the speakers are friends. Point out the greetings and farewells.

**Answers:** Infer or deduce the meaning of words I don't know, identify cognates, and key words, such as read the part of the conversation that answers Sam's question: *Can I take out books?*

**5 Read again the conversation in Exercise 4 and answer T (True) or F (False).**

Ask students to close their books. Explain that they are going to listen to the conversation in Exercise 4 again and tell you whether Sam can take books out of the library.

Tell students to open their Student's Books to page 12. Read the instructions out loud. Have volunteers read the sentences out loud. Have students read the conversation again and answer individually. Monitor. Have volunteers say the answers.

Write the following expressions from the conversation on the board: *Hey, What's up? Nothing much / Thanks, man. / Any time! Catch you later.* Ask students if they can use those phrases with everyone, and whether both girls and boys use them. Encourage them to say why or why not. Elicit more formal equivalents: *Hello, How are you doing? Thank you. Goodbye / See you later.* Encourage students to match the phrases in their notebooks. Let students compare answers with a partner. Remind students that they should use expressions that are appropriate for their intended audience.

**Answers:** 1 T 2 F 3 F 4 T 5 F

**CLASS 2**

**Warmer:** Greet your students. Say: *Hey! What's up? Hello, (name).* Have them reply to you in the same way. Ask: *Is it OK if I greet you like that?* Let them express their opinions. Write the heading *Informal* on the board. Ask: *Do you remember the expressions we listened to yesterday?* Elicit the expressions and write them on the board.

**Figure out**

**6 Read the conversation again and write the underlined connectors next to their function.**

Ask students to open their Student's Books to page 12. Draw their attention to the underlined words in the conversation in Activity 4 and point out that these words are called connectors. Write: *What are connectors?* on the board and elicit ideas from the class. Draw a connected chain on the board and explain that a connector is a word that joins (or links) ideas. Ask volunteers to write the underlined connectors (*and, then, if, because*) on the board, and explain that they each have different uses or functions. Point out that



functions explain why someone says something, for example, to give instructions (Read the conversation), or to give a reason (because), etc.

Have volunteers read the functions out loud. To model the exercise, ask *Which connector adds more information?* Have students find the example sentence in the conversation. Then tell students to read the conversation in Activity 4 individually to find the connector that corresponds to each function. Have them compare answers with a classmate.

**Answers:** 1 and 2 then 3 if 4 because

Ask students to read information in the Language box. To make sure students can distinguish the composition of the expressions to link ideas, have them reflect on the sentences in the conversation that include connectors.



## Practice

**7 Complete the sentences with the connectors *if, and, then, and because.***

To identify the use of the connectors in this exercise, write incomplete sentences on the board using the connectors (e.g. I will drink water because ...). Have volunteers complete the sentences orally. To determine sequence of statements, ask students: *Which word gives additional information? Which one introduces a condition? Which one shows sequence? Which one shows a reason or cause?* Read the instructions out loud. Clarify any vocabulary questions. Monitor and help. Let them compare answers with a partner. Elicit the answers.

**Answers:** 1 because, and 2 then 3 if 4 then 5 if, because

**8 Read the conversations and discuss what each one is about. Write it down in your notebook.**

Read the instructions out loud. Put students in pairs. Tell them to read each conversation and discuss with their partner what it is about. Have them write their answers in their notebooks. Put two pairs together to compare their answers. Elicit where they think each conversation takes place (at a medical clinic, at an Internet café). Remind students of the importance of using expressions that are appropriate for the situation. Refer students to the Glossary on page 23 to clarify the

meaning of words. Elicit some of the informal expressions used in the conversation in Activity 4, and then have students highlight some of the more formal expressions in the conversations in Activity 8: *What can I do for you? / Good evening / Thank you very much / Can I help you? / Please let me know.*

**Answers: First conversation:** about a medical problem **Second conversation:** about using the printer.

## STEP-2

**9 Work in pairs. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 2 of the Final Product. Put them in pairs. Tell them to go to page 12 and 13 of their Student's Books and review their answers to Exercises 4 and 8 of Lesson 2. Then have them share the strategy they used to answer those exercises. Ask them to open their Student's Books to page 20 and read what they wrote for STEP 1. Tell them to discuss with their partner what their conversation for their Final Product will be about, using the project they chose. Monitor the discussions and encourage them to use English. Finally, have them write on page 20 of their Student's Books what they have decided their conversation will be about. Elicit their answers as a class. Have students read the question in the Now I Can feature and discuss their answers in groups.

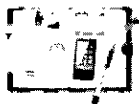
## Reflect

**10 Work in groups. Discuss the questions.**

Divide the class into groups of four. Remind them that they used a specific strategy to figure out what the conversations in Lesson 2 was about. Ask them to brainstorm a list of two additional strategies they could use to know what a conversation is about, and then discuss if they could use those strategies with other types of texts.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 22.

Get the main idea.



- Activate previous knowledge.
- Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.).
- Assess use of own strategies.
- Anticipate general sense.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Explain that you are going to try to give an explanation while students make noise. Ask a small group of students to make noise as you try to explain what students will do in the lesson. Increase your volume as the noise increases. Next, say one sentence as fast as you can, then one sentence slowly. Ask students to stop making noise. Tell students that, in the next exercise, they will discuss why you changed your volume and speed, and how this affects listeners.

### Activate

**1 Work in pairs. Discuss why you sometimes have to speak louder or more slowly to someone.**

Ask students to open their Student's Books to page 14. Have students work in pairs. Tell students to discuss why you used different volume and speed in the Warmer. Encourage them to reflect on the situation as you were speaking. Monitor and help. Encourage students to use English. Have volunteers share their ideas.

**Possible answers: Louder:** loud background sounds  
**More slowly:** accent

**2 Read the conversation and answer T (True) or F (False).**

To activate previous knowledge, ask students: *What's a native speaker? Have you ever met one? Was it easy to understand him / her?* Elicit students' answers. Encourage them to use English. Ask them to open their Student's Books on page 14. Have a volunteer read the instructions out loud. Ask them to read the conversation individually. Refer students to the Glossary on page 23 to clarify the meaning of words. Have a volunteer read the sentences below the text out loud. Clarify the meaning of words and expressions

- Distinguish the composition of expressions: types of sentences and modal verbs.
- Formulate and respond questions to ask for and give information.
- Identify use of words and expressions that contain ideas (e.g. if, then, and, because, etc.).

students may not know. Let students compare answers with a partner. Have volunteers share their answers.

**Answers:** 1 F 2 T 3 T 4 F 5 F

### Identify

**3** Write the phrases from the box in the correct place to describe the intention, volume, and speed of the conversation in Exercise 2. Listen to check your answers.

Ask students to look at the conversation and find the expressions to open and close the conversation. Ask: *Is the conversation formal or informal? Where is Ingrid? What background sounds do you think you will hear?* Elicit answers. Put students in pairs. To recognize actions that support meaning, have students read the conversation and predict the changes in intention, volume, and speed. Refer students to the Glossary on page 23 to clarify the meaning of words. Elicit predictions. Read the instructions out loud. Have a volunteer read the phrases from the box. Play the Class CD. Monitor as students check their answers. Let students compare answers with a partner. Play the Class CD again for students to confirm or complete their answers. Have volunteers share their answers. Ask students: *Were the intentions, volume, and speed of the conversation similar to your prediction?* Elicit answers.

**Answers:** 1 (fast and unclear) 2 (high volume), (explain) 3 (clarify), (confirmation)

**4 Work in pairs. Practice saying the conversation in Exercise 3.**

Read the instructions out loud. Have students work with a new partner. Ask students: *What information does Becky want to confirm? Why does Becky use a high volume to speak? What information does she explain?* Encourage them to use the correct intention, volume, and speed when practicing. Tell students to switch roles. Have volunteers perform the conversation for the class.

## Figure out

### 5 Match the strategies on the left to the reasons on the right.

Put students in groups of four. Ask students to discuss the following questions: *What do you do when background sounds do not let you hear properly? What do you do when you are not sure about an instruction you received? What do you do when a person speaks fast and you do not understand?* Monitor and help. Read the instructions out loud. Have a volunteer read the sentences. Monitor as the students match the information. Let students compare answers with a partner. Have volunteers read the answers out loud. In order to help students assess their own strategies, ask: *Have you used these strategies to help you communicate? Do you use a different strategy as an aid to communicate in English?* Ask volunteers to share their answers.

**Answers:** 1 b 2 c 3 a

Have a volunteer model a conversation with you. Ask him / her to ask you: *What's your name?* Answer: *My name is Silvia* (soft voice). Ask him / her to say: *Silva?* Answer: *No, Silvia* (increase the volume). Ask students: *What was the problem?* Elicit students' answers. Draw students' attention to the Skills box and have a volunteer read it out loud. Ask students: *What is a communication breakdown? (when communication fails) Why does this happen? How can you avoid communication breakdown?* As a class, discuss the questions. Monitor and help. Have volunteers share their answers.



▼ **Next class:** Class CD. Make a copy for each student of a *Find Someone Who* handout with the following questions: *Have you used an opening / closing expression with a friend recently? Have you ever done volunteer work? Would you like to study at the Into English Language School?*

## CLASS 2

**Materials:** Class CD, a copy for each student of the *Find Someone Who* handouts you made.

**Warmer:** Greet your students. Give out a copy of the *Find Someone Who* handout to each student. Divide

the class into groups. Explain that students have to interview their group members with the questions in the handout. Clarify that when a group member answers with a positive answer, the interviewer writes down the name of that person. Students must interview group members until they have written at least one name next to each question. Set a time limit of 5 minutes. Read each question and ask students who answered affirmatively to raise their hands.

## Practice

### 6 Look quickly at the text and pictures in the web page. Match the headings from the box to the paragraphs.

Ask students: *Would you like to study at the Into English Language School?* Tell students to pretend to go there. Ask them: *What information would you like to know before going there?* Put students in pairs. Encourage them to use English. Elicit students' answers. Ask students to open their Student's Books to page 15. Read the instructions out loud. Explain to students that they are going to look quickly at the text and then match the headings to the paragraphs. Read the headings in the box and ask them: *What can help you anticipate the general sense of each paragraph before you read it?* Monitor as the students do the exercise individually. Let students compare answers with a partner. Have volunteers share the answers. As they say the answers ask: *Which words or graphic elements helped you get the correct answer?* Refer students to the Glossary on page 23 to clarify the meaning of words.

**Answers:** 1 Transportation 2 Medical Services  
3 Accommodation 4 Internet Services

### 7 Read the web page in Exercise 6 and answer the questions.

Ask volunteers to read the questions out loud and have another student say the paragraph number where they can find the answer. Write *campus, catch, schedule, accommodation, walk-in, free* on the board. Have students use their bilingual dictionaries and the Glossary on page 23 to clarify the meaning of each word. Point out that the word *café* originated from the French word for coffee. Explain that some words borrowed from other languages retain their accents (for example, *resumé*), but others do not.


Divide the class into groups of four and have them number off from 1-4. Tell them to read the paragraph that corresponds to their number in order to re-tell the information to their classmates. Encourage them to use English. Then ask students to read the four paragraphs and answer the questions. Have volunteers share their answers with the class.

**Answers:** **1** You can take the 009 bus or 2B bus. **2** You can go to a walk-in clinic or call the school emergency number. **3** You can stay in a local accommodation or a hotel. **4** You can go to the local library or an Internet café.

**8 Read the questions in Exercise 7 and use them as a model to unscramble the questions in this exercise.**

Write *questions / Exercise / in / the / 7 / Read* on the board and ask students to quickly write the sentence in the correct order. Allow them one minute to do this. Remind students that they just unscrambled a sentence. Refer them to the sentences in Exercise 7 and ask volunteers to read them out loud. Then tell students to unscramble the questions. Model the activity. Read the answer for question 1 in Activity 7 and have a volunteer read the question. Write it on the board. Suggest that students refer back to the answers to be able to formulate the correct question.

Elicit the question words: *Where* and *What* and write them on the board. Ask students to tell you the word that comes after the question word: *can*. Remind them that it is a modal verb and it comes after the question word. Elicit other modal verbs: *should*, etc. Explain that they are different from other verbs like *play*, *sing*, etc. because they never change their form. Ask students to find the modal verbs in the paragraphs. Clarify that *may* expresses a degree of possibility, *should* expresses a recommendation or advice, and *can* expresses ability, possibility, or permission.

**9**  Go to <https://movingworlds.org/> and write three questions to know more about the programs.

Divide the class into pairs. Remind them about the community service projects on page 8 of their Student's Books. Tell them to choose one of the projects and write one question to know more information about it. Remind them that the question should start with the phrase *What / When / Where can you ....* Have some volunteers write their questions on the board.

If you have Internet access tell children to go to the website and choose one of the programs. Otherwise,

provide others resources. Explain that they are going to write three questions to know more about one of the programs, based on the model they wrote. Monitor and help.

**STEP 3** 

**10** Work in pairs. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Have students open their Student's Books to page 20.

Explain to students that this is STEP 3 of the Final Product. Divide the class into pairs and have them read what they wrote for STEPS 1 and 2. Once they remember that they chose a project to help their community and decided what their conversation for their Final Product will be about, tell them that now they will write five questions for their conversation on page 21. In order to do that, have them go back to page 16 of their Student's Book and read their answers for Exercise 8. Explain that they can use them as a model to write their five questions. Have them write and answer the questions on page 21. When they have finished, have them take turns reading the questions and answers out loud. Explain that in this way, they can notice any mistakes or detect something that cannot be understood. Tell them to make any corrections. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Reflect**

**11** Work in groups. Discuss the questions.

Ask students, in their groups of four, to reflect on how they used intonation, volume, and speed to ask and answer the questions in Exercise 10. Point out that when we are stressed or excited, we tend to speak very fast, and it is important to speak at a steady rate in order to communicate appropriately.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 22.

Get the main idea.



- Select appropriate repertoires of words and expressions.
- Include relevant details and interesting information.
- Determine language register according to intended audience.
- Determine the structure of conversations: opening, body, and conclusion, and the sequence of enunciation: description, instruction, etc.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. On the board, draw a Tic-tac-toe grid. In the squares write the words: *may, accommodation, can, if, and, then, because, volunteer, and community service*. Ask: *Have you ever played this game? Do you know its name in English?* (Tic-tac-toe) Write the name on the board. Divide the class into two groups. Ask: *Do you know the rules?* Have one groups be Xs and the other be Os. Tell each group to choose a representative. Explain that the representative has to choose a square and make a sentence using the word written inside. If the sentence is correct, the representative can draw his / her group's letter. If the sentence is incorrect, the other group has the chance to correct the sentence and draw its letter. Set a time limit to answer. The first group to get three Xs or Os in a line (across, down, or diagonally) wins.

## Activate

**1 Look at the pictures and check (✓) the people, places, or situations in your community that need attention or help.**

Ask students to open their Student's Books to page 17. Hold up your Student's Book. Point to each picture. Elicit a description for each picture. Ask students: *Who are they? What are they doing? Why do you think that person is there? Is there a (theme park) in your community? Are there (homeless people) in your community? Does your community take care of (the environment)?* Encourage students to use English. Read the instructions out loud. Explain to students that they are going to look at the pictures and check (✓) the people, places, or situations in their community that need help. Monitor and help as the students work individually. Let students compare answers with a partner. Tell them to discuss and share answers. Have

- Consult notes to remember information that is necessary to know.
- Formulate and respond questions to ask for and give information.
- Confidently and appropriately participate in brief conversations.
- Fluently take turns to speak.
- Monitor their progress regarding an initial point.

volunteers share answers with the class. Ask students: *Why do you think that (the elderly) need help?* Elicit answers.

**Answers:** Answers may vary.

## Identify

**2 Choose three people, places, or situations you checked in Exercise 1 and brainstorm four activities you can do for each one.**

Divide the class into groups of four. Ask them to share the three people, places, or situations they checked in Exercise 1. Have a volunteer write one on them on the board.

Elicit some activities students can do for it and write their ideas on the board. Ask students *How can you help (the environment)?* Write two or three ideas on the board, for example, plant trees. Then explain that they are going to brainstorm four activities they can do for each one of the situations they checked. Refer students to the Glossary on page 23 to clarify the meaning of words.

**Answers:** Answers may vary.

**3 Work in pairs. Complete the table with your opinions about how to help your community.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Write the following headings on the board: *Environment, Elderly, Homeless*. Ask students: *Would you do community service for the environment, the elderly, or the homeless?* Have a class vote to answer the question. Tell students to vote only once. Write the number of students who voted for each type of community service on the board. Have some volunteers share the reasons for their answers.

Read the instructions out loud. Put students in pairs. Explain to them that, with their partners, they are

going to make a list of people or situations that need help in their community. Explain that students will determine where and how to help the people or situations they identify. Copy the table to the board. To model the exercise, have a volunteer read the sample answers and copy them to the board. Monitor and help as the students work with their partner. Have students share their answers with the class.

**Answers:** Answers may vary.

## Figure out

**4** Work in pairs. Read the openings and closings and write I (Informal) or F (Formal)

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain that we open and close conversations in specific ways both formally and informally. For example, if someone says *What's up?* you can infer that it is an informal conversation. If, on the other hand, the conversation starts with *Hello!* Do you think that intonation is important? it will be more analytical and formal. Write *Hello!*, *See you later*, and *You're welcome* on the board. Tell students that you are going to say something, and they are going to choose the appropriate response. Say *Hi!* and have students say the correct response (*Hello!*). Then say *Thanks* and elicit *You're welcome*. Finally, say *It was good to see you* (*See you later*).

Divide the class into pairs and tell them to read the openings and closings and write I for the informal or casual ones and F for the formal ones. Remind them that we use more formal language when we don't know a person or when a younger person talks to an adult.

**Answers:** 1 F 2 F 3 I 4 F 5 I 6 I 7 I 8 F

► **Next class:** For every four students in your class, make a set of strips of paper: six strips with words from the unit (e.g. environment, elderly, homeless, board games, animal shelter, elderly care home) and six strips with their meanings.

## CLASS 2

**Materials:** strips of paper you made.

**Warmer:** Greet your students. Put students in groups of four. Give each group a set of strips of paper with words and meanings. Make sure that the strips are mixed up. Explain that students have to match the words to the meanings. Give them five minutes to match the words to their meanings. Monitor. Elicit the answers. Ask students to write the correct words and meanings in their notebooks for future reference. Encourage them to write a sentence to illustrate the meaning of each word.

### Optional Exercise

Tell students to open their Student's Books to page 18. Ask: *Do you remember the conversations you read yesterday? Who are the speakers? What do the speakers want?* Elicit answers. Put students in pairs. Have them practice performing the conversations. Encourage them to use appropriate intonation, pronunciation, volume, and speed.

**Time:** 5–10 minutes

## Practice

**5** Work in groups. Read the conversations and write I (Informal) or F (Formal). Discuss how you got to that conclusion. Write the correct opening and closing for each. You can use Activity 4 as help.

Tell students to read the conversations quickly and underline the names of two places and two activities (elderly care home, play board games; post office, send a package). Elicit the answers. Read the instructions out loud. Tell students they are going to read the conversations in order to identify if they are formal or informal. Point out that they need to consider the following clues: names of the participants and key words. Refer students to Glossary on page 23 to clarify the meaning of words. Monitor as students read and answer individually. Divide the class into small groups and have them share their conclusions and discuss what clues they used to reach that conclusion. Ask them *What is the relationship between the speakers? How could you tell if the conversation was formal or informal?*

Next, tell students to individually complete the conversations with appropriate expressions and get back together in their groups to share their answers. Remind them to look at Activity 4 for suggestions. Have volunteers read the completed conversations out loud. Encourage them to use appropriate intonation, volume, and speed.

**Answers: Conversation 1:** F **Conversation 2:** What can you do? **3** Thank you **4** You are welcome **5** Hey / What's up **6** Thanks **7** Anytime!

**6** **Work in groups. Choose one of the conversations on page 18, Exercise 4 and write three more questions with their answers.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Instruct students to review the questions on page 16 of the Activity Book. Write *What can you ...*, *When can you ...*, and *Where can you ...* on the board as a reminder.

Divide the class into groups. Tell them to choose one of conversations on page 18 and add three more exchanges with questions and answers before the closing. Remind them to use either formal or informal language, according to the conversation they chose. Tell them to use appropriate repertoires of words and expressions. Have them refer to the Glossary on page 23. Monitor and help as the students write questions and answers.

**Answers:** Answers may vary.

**7** **Work in pairs. Write in your notebook the complete conversation using an opening, a closing, and the three questions and answers from Activity 5.**

Read the instructions out loud. Put students in pairs. Tell them to take out their notebooks and write the complete conversation from Activity 5, using the opening and closing, and the three questions and answers from Activity 6. Before pairs practice their conversations, ask *What kinds of problems can we avoid when we use correct pronunciation, speed, volume, and intonation?* Have students discuss the question with their partner. Elicit answers and write them on the board. Remind them to use strategies like adjusting volume (to show the most important part of a question or answer), using appropriate intonation (to differentiate between a question and an answer), and speed (to avoid speaking too fast or too slow). Have volunteers come to the front and act out their conversations for the class. Ask students to tell you if they can perform the conversation better after practicing. Encourage other students to share their observations and provide feedback. Monitor and help.

## STEP 4

**8** **Work in pairs. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 4 of the Final Product. Put students in pairs. Have students read what they wrote for STEP 3 on page 21 of their Student's Book. Based on those questions, have them determine if their conversation is formal or informal. Review the concept of a conversation with an opening, a series of exchanges with questions and answers, and a closing. Then, have them go to page 18, Exercise 5 and choose from there a formal or informal opening and closing for their conversations. Suggest them to include communication problems, so they can use the strategies they learned in the unit. For example, repeating if someone cannot hear something. Then tell them to take turns practicing the conversation with their partner, exchanging roles. Remind them to speak clearly, adjusting volume and speed. Set a time limit for students to practice. Finally, put two pairs together and have them take turns acting out the conversation while the other pair gives respectful feedback. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

**9** **Work in groups. Discuss the questions.**

Ask students, in their groups of four, to discuss whether they have more formal or informal conversations every day. Have them list some examples. Then have them think if they always include an opening and a closing in their conversations.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 22.

Exchange information about community services.

# Conversation Role-Play

## CLASS 1

**Materials:** student's notebooks, pens or pencils.

### STEP-1

#### 1 Work in pairs. Choose one community service project for your product.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud for students. Have students go back to page 10 and ask them: *Do you remember what you did for the first step of the product in Lesson 1?* Elicit students' answers. Encourage students to participate and share what they remember.

Have students go to the Product page, STEP 1 and read what they wrote for this step. Ask some volunteer students to read out loud the project they chose. Then put students in pairs different to the ones they previously worked with, and tell them to justify their answer. When they finish, have students share the reasons why they chose that project as a class.

**Answers:** Answers may vary.

### STEP-2

#### 2 Work in pairs. Write the main idea for your conversation.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Have a volunteer student read the instructions out loud. Have students go back to page 13 and ask them: *Do you remember what you did for the second step of the product in Lesson 2?* Elicit students' answers. Encourage students to participate and share what they remember.

Put students in pairs. Have them take turns reading out loud the main idea for their conversation. When they finish, encourage them to take turns providing feedback. Suggest them to make any correction to what they wrote. Remind them that the purpose of providing feedback is to learn from the mistakes we are not able to detect. Finally, have students share the main ideas for their conversations as a class.

**Answers:** Answers may vary.

### STEP-3

#### 3 Work in pairs. Write down five questions and answers.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud for students. Have students go back to page 16 and ask them: *Do you remember what you did for the third step of the product in Lesson 3?* Elicit students' answers. Encourage students to participate and share what they remember.

Put students in pairs and have them read the five questions and answers they wrote. When they finish, have them share some of their questions and answers with the class. As they are saying them, make subtle corrections to the intonation of questions. Make sure it is clear for them that questions are said differently from answers, just as in Spanish.

**Answers:** Answers may vary.

## CLASS 2

**Warmer:** Greet your students. Write on the board *Conversation*. Ask a volunteer student come to the front and write on the board the answers that his or her classmates give him / her. Tell them that they are going to brainstorm everything that comes to mind when they read or hear the word *conversation*. When students finish brainstorming their ideas, ask students to make a graphic organizer in their notebooks or on sheets of paper. Set a time limit of 5 minutes and when students finish, have them stand up and walk around sharing their graphic organizers with other partners.

**Suggested Answers:** speakers, opening, closing, formal, informal, turns of participation, etc.

### STEP-4

#### 4 Work in pairs. Write an opening and closing and practice your conversation.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.



## Student's Book pages

20–21

Have a volunteer student read the instructions out loud. Have students go back to page 19 and ask them: *Do you remember what you did for the fourth step of the product in Lesson 4? Elicit students' answers. Encourage students to participate and share what they remember.*

In pairs, have students take out or go back to their conversation and circle the opening and the closing. Ask them to read the conversation and to make sure that their partner chose a formal or informal opening and closing, and that it is coherent with the rest of the conversation. Then have them practice the conversation so they can, on the next step, choose a speaker and feel comfortable presenting it.

**Answers:** Answers may vary.

### STEP 5

#### Further practice

**5** Now, decide the turns of participation and write your names. Write a clean version of your conversation in your notebook. Practice saying it.

Put students in pairs and have them choose their turns of participation and write their names for each intervention. They can use their real names or use any other name they like. Then have them practice their conversation a couple of times until they feel comfortable to present it to the class. Monitor students and provide help as needed.

**6** Say your conversation in front of the class or another pair.

Depending on the amount of students in the class, have students role-play their conversation in front of other pair or pairs or in front of the class. Encourage them to be respectful and supportive with their partners.

Tell students that before starting presenting the conversation in front of the class, they must introduce themselves and say what their conversation will be about. Remind them that they have this information in Exercise 2 of the Product, in case they need it.

Let them rehearse the conversation as much as time allows or until you see that they feel comfortable presenting it.

### STEP 6

**7** Discuss in groups.

Have students discuss the questions in their Student's Books: *What will you do when you want to know the main idea of a conversation?; How important are the opening and closing of a conversation?; With this experience, do you think you have identified the situations that need your attention in your own community? Ask different students to read the questions out loud and make sure they understand them. Then, encourage them to exchange ideas, opinions, and experiences. When they finish, answer the questions as a class.*

Title	What Teenagers Do Around the World	Author	Laura Blumenthal
Type of text	Narrative	Characters	David King, Wayne Le, Michaela Rosas

Fact  
File**Summary**

This story is about David King, a 13 year old who was nominated for the 2018 Youth Community Service Awards. He arrives to the ceremony and wants to meet all the nominees. First, he meets Wayne Le, and then Michaela Rosas, and each one of them tells him about their projects that got them nominated. David talks about Seniors Connect, which helped senior citizens set up social media profiles to be in touch with other people. Then Wayne talks about e-Quality, which consists on taking discarded computers in the US to people in Vietnam. And finally, they meet Michaela, who talks to them about Bake & Share, which consists in baking cupcakes and use the profits to build water wells. Finally, the story ends showing the winners for the 2018 Youth Community Service Awards.

## First Reading

Greet students and put them in pairs. Ask students to open their Readers to page 4. Read the title and the pre-reading questions out loud. Tell students to discuss and answer the questions. Put students in groups. Have them take turns sharing their answers with their partners. Then have students read the chapter individually. Encourage them to use the Glossary on page 17. When students finish reading, ask volunteers to summarize the chapter as a class.

Ask students to open their Readers to page 43. Read the instructions for Exercise 1 out loud. Ask students to choose the correct answer. Monitor. Tell students to read the chapter individually and underline the evidence for their answers in the chapter. Monitor. Let students compare answers with a classmate. Elicit answers as a class.

Read the instructions for Exercise 2 out loud. Ask volunteers to read the sentences out loud. Have students scan the chapter to find the answers to the questions. Elicit answers.

## Second Reading

Greet your students. Ask students to retell the story. Help them by asking questions such as *Who are the characters? What is it about? Who does David meet first? Who does he meet second? What happens at the end?* Then write the key moments that students mention as they retell the story in order. Then have one student read the information on the board and ask them to find

in their Reader the evidence to each one of these moments.

Read the instructions for Exercise 3 out loud. Ask volunteers to read the questions out loud. Tell students to skim the text in order to find the answers. Suggest that they underline the evidence for their answers.

Read the instructions for Exercise 4 out loud and make sure students know what to do. Help students complete the table in groups of four. Then check answers as a class.

- 1 1 b 2 a 3 a 4 a 5 b
- 2 1 SC 2 BS 3 SC 4 BS 5 SC 6 EQ 7 EQ 8 BS
- 3 Answers may vary.
- 4 Answers may vary.

# Self-assessment

## Lessons

**1** Go back to page 10, Exercise 7 and share with a classmate which strategy is the most effective one to find out the meaning of words you don't know and can't deduce.

Have students go back to Lesson 1, Exercise 7 and have them remember what they answered to those questions and write them on the board. When they finish telling you their answers, wrap up by pointing out the importance of developing a strategy when learning. This becomes a tool that we can use and apply to different situations, not only to learning English.

**2** Go back to page 13, Exercise 10 and share with the class what strategy was more useful to know what a conversation is about.

Have students go back to Lesson 2, Exercise 10 and have them brainstorm what they answered to those questions. Guide a discussion and have students share their strategies and their experiences using them.

**3** Go back to page 16, Exercise 11 and discuss how different it is to use intention, volume, and speed in Spanish and English in conversations?

Have students go back to Lesson 3, Exercise 11 and have them describe to you what intention, volume, and speed are. Have them tell you how they use each in Spanish and provide examples. Then have them share the answers they gave to those questions in Lesson 3 and guide a class discussion to contrast the use of intention, volume, and speed in Spanish and English and write a conclusion on the board.

**4** Go back to page 19, Exercise 9 and discuss how important it is to choose the correct tone in a conversation.

Write on the board the word *tone*. Have students brainstorm all the ideas they relate to that word. Then ask them to share a time when using the wrong tone lead them to a communication problem. Then have students go back to Lesson 4, Exercise 9 and remember their answers to the two questions. Then have them share their answers and get to a conclusion for each.

## Final Product

**5** Use your answers to STEP 6 on page 21 to write a summary about your development.

Have a volunteer student read the instruction out loud. Tell students to go back to STEP 5 in their Product and to read and review what they did in that step. Then tell them to individually write a summary using the information they discussed with their partners. Prompt the activity. Tell students to write their summary and to reread it once they have finished it in order to make any necessary correction to it. Finally, have them share their summary to another partner.

## Conclusion

**6** Write down those things you need to improve and plan when and how you will work them.

Read the instruction out loud. Tell students to write down what they consider they can improve. Monitor and provide help. Since this can be a sensitive activity, encourage students to notice that knowing our mistakes is a great way to improve in any aspect of life. Tell students that they are going to write how they will work out those things they need to practice more. Monitor and promote respect. Have some volunteers share their answers with the class, and to give tips for their classmates in order to help them improve their development.

# Evaluation Instrument

## Evaluation Rubric

Rubrics are scoring tools used to grade the quality of each criterion in a more precise way. If shared with students, they can help them understand the assessment of their performance.

### Instructions:

- 1 Determine and list the criteria to be graded and write them in the first column.
- 2 Describe in detail and write the first quality assessment for each criterion, starting with the "Excellent."
- 3 Discuss the results with your students.

	Excellent	Good	Needs Improvement

### Notes:

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# Unit 2

**Social Learning Environment:**

Academic and Educational

**Communicative Activity:** Interpretation and follow-up of instructions.

**Social Practice of the Language:** Write

instructions to use a bilingual dictionary.

**Final Product:** Instructions to Use Bilingual Dictionaries.

Lesson	Activities	Pages
Explore	<b>Monitor the progress of students and intervene for them to be able to:</b>	
	<ul style="list-style-type: none"> <li>Value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numbers, and abbreviations.</li> <li>Understand the use of numbers and special characters.</li> <li>Locate sections assigned to each language.</li> <li>Identify entries and subentries.</li> </ul>	25-27
Learn	<b>Give your students opportunities to take decisions regarding what actions to carry out to manage to:</b>	
	<ul style="list-style-type: none"> <li>Understand instructions to use a bilingual dictionary.</li> <li>Revise verb forms: imperative.</li> <li>Read definitions of words in English and the mother tongue.</li> <li>Locate words in English and in the mother tongue.</li> <li>Determine types of words based on abbreviations.</li> <li>Monitor own performance.</li> </ul>	28-30
Apply	<b>Give your students opportunities to write for their own audience and, when doing so, help them to:</b>	
	<ul style="list-style-type: none"> <li>Make a list of abbreviations.</li> <li>Classify types of words in a table.</li> <li>Write instructions.</li> </ul>	31-33
Create	<b>Promote the development and reflection on processes for your students to be able to:</b>	
	<ul style="list-style-type: none"> <li>Value the use of punctuation.</li> <li>Favor cooperation and integration in school work.</li> <li>Order sentences into sequences.</li> <li>Remove or add information in order to improve instructions.</li> <li>Offer feedback.</li> <li>Review own versions and those of others.</li> <li>Write final versions.</li> </ul>	34-36



- Value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numbers, and abbreviations.
- Understand the use of numbers and special characters.

## CLASS 1

**Materials:** Class CD, monolingual English dictionaries, bilingual Spanish–English dictionaries.

**Warmer:** Greet your students. Ask them to open their Student's Books to page 24. Read the activation question out loud. Put students in pairs. Tell them to brainstorm all the things they do when they do not understand a word in English (e.g. skip the word, use a dictionary, ask someone else). Monitor. Have volunteers share their strategies with the class. Explain that this unit is about using bilingual dictionaries.

## Activate

**1 Work in pairs. Discuss what you use a dictionary for and share the types of dictionaries you know.** Hold up your Student's Book to page 25 and prompt students to look at the picture. To help students learn how to give opinions to reach agreements, ask: *Have you seen these kinds of books before? What is the difference between them? Do you know how to use them? Do you think that it is different to look for a word in a monolingual dictionary than in a bilingual one? What is a picture dictionary?* Explain that they are going to discuss the questions and reach an agreement regarding the use of monolingual, bilingual, and picture dictionaries. Remind students that they need to work together with their partner to come to an agreement. Monitor and help. Encourage students to use English. Elicit the information from each group and write it on the board.

Read the instructions out loud. Put students in pairs. Ask: *Do you know any other types of dictionaries? Which ones? Do you think they are useful for language learners?* Encourage students to discuss the questions. Monitor. Elicit answers. Explain to students that there are many types of dictionaries (e.g. technical dictionaries, rhyming dictionaries, descriptive dictionaries, slang dictionaries, etc.), but not all of them are useful for language learners.

**Answers:** Answers may vary.

- Locate sections assigned to each language.
- Offer proposals to reach agreements.
- Identify entries and subentries.

## Identify

**2 Work in pairs. Read the text and answer T (True) or F (False). Check your answers with your partner.** Hold up your Student's Book and point to the text on page 25. Have different volunteers read the subtitles out loud as you point. Ask: *What do you think this text is about?* Elicit guesses. Explain that the text is about how to choose and then use a dictionary. Have volunteers read the first paragraph out loud. To test comprehension, ask: *What kinds of dictionaries are mentioned in the text?* (monolingual, bilingual, technical) Elicit the answers. Briefly explain that technical dictionaries provide vocabulary about a specific topic (e.g. medicine, computing, nutrition, etc.). Ask: *Have you ever used a monolingual English dictionary or a bilingual Spanish–English dictionary? Was it easy?* Elicit answers. Have volunteers read the second paragraph out loud. Ask: *Have you used a multimedia version of a dictionary? Do you ever use an online dictionary? Do you prefer print dictionaries, multimedia dictionaries, or online dictionaries? Why?* Elicit answers. Read the third paragraph out loud and ask students: *Do you agree with this information?* Have students read the rest of the text individually. Refer them to the Glossary on page 40 to clarify the meaning of words. To help students value the function of textual and graphic components, ask: *What kind of information do you think is in the introduction of a dictionary? How many types of numbers do you see in the contents section? What symbols and abbreviations appear in dictionaries? What is a phonetic alphabet table?* Elicit their answers. Put students in small groups. Distribute one monolingual dictionary and one bilingual dictionary to each group. Ask: *How are they different from each other?* Elicit answers. Ask students to open both dictionaries to the contents page and compare them. Set a time limit of 5 minutes for students to analyze the dictionaries with their group members. Monitor. Have volunteers share their answers with the class.

Read the instructions out loud. Explain that students are going to use the information from the text and the dictionaries they looked at to determine if the sentences are true or false. Have different volunteers

read the sentences out loud. Ask: *Do you know what scanning is?* Explain that scanning is reading a text quickly in order to find particular information. Tell students that they can scan the text to get the answers instead of reading it in detail again. Monitor and help. Encourage them to underline the evidence for their answers. Let students compare their answers with a classmate. Have volunteers share their answers, and encourage them to mention the evidence for each one. Have other volunteers correct the false sentences out loud.

**Answers:** 1 F 2 T 3 T 4 F 5 F 6 F 7 T 8 F

## Figure out

**3** Read the text and circle the correct answer to complete the sentences.

Ask students to open their Student's Books to page 26. Hold up your Student's Book to page 26. Point to the *Guide words* box. Ask: *What do you think guide words are?* Elicit their answers. Read the word at the top of the page (*high*). Ask: *Why is this word in this place? Why is it in bold?* Elicit their answers. Sum up by saying that the words at the top left indicate the first word on the page. Refer students to the Glossary on page 40 to clarify the meaning of words. Ask students to look for the guide word in the text and highlight it. Tell them they are going to read the explanations to understand the textual and graphic components of a dictionary page. Have a volunteer read the *Entries* box. Explain that entries are the words to be defined. Read the entry word and the first translation. Explain that when a word has more than one meaning, each meaning is numbered and defined in a monolingual dictionary, or translated in a bilingual dictionary. These different meanings are called *subentries*. Have a volunteer read the subentries out loud. Point to the illustration. Elicit which word it is describing (*high*). Elicit which meaning it is describing (*alto*). Explain that sometimes entries have a picture in order to make a meaning clearer.

Read the instructions out loud. Monitor as students do the exercise individually. Let them compare answers with a classmate. Have volunteers share their answers. Ask them to explain their answers and point to an example in the diagram in their Student's Books.

**Answers:** 1 c 2 b 3 b 4 c 5 a

Read the information in the Skills box out loud. Write the following sentence on the board: *I keep my money in a safe.* Ask: *What does the word "safe" mean in this sentence? What type of "safe" has to do with money?* Tell students to use the dictionary page to find the answer. Elicit the answer (*caja fuerte*). Point out that this is the last translation on the page, so it is a good example of why students should not pick the first translation of a word without thinking.



## Resources

You can use Poster Unit 2 from the Class CD for further practice. Show students the poster. Guide them to notice that the poster is very similar to the text in Exercise 3. Write the following comprehension questions on the board: *What parts of speech does "bite" have?* (verb and adjective) *Which part of speech is more common?* (verb) *How do you know?* (It has stars.) *Which translation of "bite" is illustrated in the picture?* (*morder* or *mordedura*) *Do you bite your nails?* Have volunteers say the answers out loud.

**Next class:** Class CD, bilingual dictionaries.

## CLASS 2

**Materials:** Class CD, bilingual dictionaries.

**Warmer:** Greet your students. Ask: *Do you remember the topic of the previous class? What was it about?* Elicit what they remember about dictionaries. Ask: *What types of dictionaries did you learn about?* (monolingual, bilingual, technical, picture, online, multimedia) *Which type of dictionary can help you get the translation of a word?* (a bilingual dictionary) *Which type of dictionary gives you the meaning of a word in the same language?* (a monolingual dictionary) Elicit answers.

## Practice

**4** Label the extract of the dictionary page with the words from the box.

Read the guide word (*high*) out loud. Ask students: *How many meanings of the word high do you know?* Encourage students to say the meanings they remember without reading the definition. To challenge students, tell them to provide examples using the same words.

LESSON  
**1**

Read the instruction on page 27 out loud. Explain to students that they are going to use the words from the box to label the parts of the extract of the dictionary. Have a volunteer read the words in the box. Monitor as the students perform the task individually. Let students compare their answers with a partner. Have volunteers say the answers out loud.

**Answers:** 3, 5, 4, 6, 1, 2

**5 Complete the table for the word *high* with the information from the dictionary extract in Exercise 3.**

Draw the table on the board. Read the headings out loud. Explain to students that they are going to use the information from the dictionary extract in Exercise 3 to complete the table. Model the activity. Read the first heading. Elicit one of the answers. Write it under the heading. If necessary, elicit the second answer. Write it on the board. Tell students to go back to the extract and look for the answers. Monitor and provide help. Let students compare their answers with a partner. Have volunteers go to the board to complete the table. Do not erase the table on the board because you will need it for the next class.

**Answers: Word (Entry):** high    **subentries:** 1, 2

**Part of Speech:** adj, adv    **Translation:** alto, a gran altura    **Example:** I climbed a high wall., The bird flew high.

**6 Work in pairs. Do the same for the same word with another dictionary. Discuss which dictionary works better for you and give reasons.**

Read the instruction out loud. Put students in pairs. Give a bilingual dictionary to each pair. Erase the previous answers on the table that you drew on the board in Activity 5. Explain to students that with their partner they are going to look for the same word (*high*) in their dictionaries in order to complete the table. Monitor and promote respect. Have volunteers go to the board to write their answers. You can add one or two more lines if there are more new answers.

**Answers:** Answers may vary.

**STEP 1**

**7 Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 1 of their Final Product. Read the instructions out loud. Tell students to go to page 37. Ask students *What do you do when you don't understand a word in English?* Elicit students' answers. Explain to students that they are going to write a list of the features that are helpful to use a dictionary. Have students follow the instructions. Encourage them to write as many details as possible (e.g. look for the guide word, use the translation to understand, etc.). Have students share their lists with their groups to add the features that may be missing from their list. Monitor and provide help. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Reflect**

**8 Work in groups. Discuss the questions.**

Read the instruction out loud. Put students in small groups. Explain to students that they are going to take turns to answer the questions. Read the questions out loud. Monitor and promote respect during their discussions. Encourage them to use English. Have volunteers share their answers with the class.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 39.

**Next class:** Class CD, bilingual dictionaries. Tell students to bring their bilingual dictionaries to class.

Select and revise bilingual dictionaries.





- Monitor own performance.
- Understand instructions to use a bilingual dictionary.
- Revise verb forms: imperative.
- Read definitions of words in English and the mother tongue.

- Locate words in English and in the mother tongue.
- Determine types of words based on abbreviations.
- Show curiosity and interest in searching and obtaining information.

## CLASS 1

**Materials:** Class CD, bilingual dictionaries.

**Warmer:** Greet your students. Put students in pairs. Tell students that they are going to play a guessing game. They have to choose two words from lesson 1. In turns they are going to give the meaning and description of one of the words they chose for their partner to guess. Model the activity. Have a volunteer play with you. Describe a word (e.g. They are arranged in alphabetical order in the dictionary). Tell your partner to guess (entries). Switch roles. Give enough time for students to choose their words. Monitor as they play the game. Promote respect. Have volunteers model the activity for the class

## Activate

**1** Work in pairs. Discuss what steps you follow when you look up a word in a bilingual dictionary. Draw a KWL chart with the following headings on the board: *What I Know*, *What I Want to Know*, and *What I Have Learned*. Explain that this chart helps students monitor their own performance. Put students in pairs. Tell them to copy the KWL chart in their notebooks. Ask: *What do you know about bilingual dictionaries?* Have them list what they know about bilingual dictionaries in the first column. Ask: *What do you want to learn about bilingual dictionaries?* Have them list what they want to know about bilingual dictionaries in the second column. Monitor and help. Elicit answers and write them on the board. Leave the third column empty. Explain that students will complete it at the end of the class.

Ask students to open their Student's Books to page 28. Ask a volunteer to read the instructions out loud. Monitor and help as students discuss with their partner. Have volunteers share their answers with the class. Write the steps they mention on the board.

**Answers:** Answers may vary.

## Identify

**2** Number in the correct order the steps to look up words in a bilingual dictionary. Listen to check your answers.

Read the instructions out loud. Have different volunteers read the steps out loud. Clarify any new vocabulary. Ask students to reread the sentences individually and predict the order. Monitor and help. Let them compare answers with a partner. Explain that you will play the Class CD for them to check their answers. Play the Class CD. Monitor. If necessary, play the Class CD again. Elicit the order and read the steps out loud to make sure students understand them.

**Answers:** 5, 7, 1, 2, 6, 3, 8, 9, 4

**3** Underline the sentences that give instructions. Compare them with the other sentences and notice the differences between them.

Ask: *What's an instruction?* (something that someone tells you to do) Say: *Give me an instruction.* (e.g. Open your book. Sit down. Take out your books.) Read the instructions out loud. Explain that students have to underline the sentences in the exercise that are instructions. Have volunteers read the sentences out loud. Tell students to read and analyze each sentence individually. Monitor and help. Let students share their answers with a partner. Elicit answers. Ask: *How do you know that those statements are instructions?* Elicit ideas. Sum up by saying that instructions do not have a subject and start with a verb (imperative form). Elicit which verbs are used in the instructions they underlined (Read, Do not skip, Don't look up, Find). Ask: *How do the other two statements begin?* (They start with a pronoun, which is the subject of the sentence.) Elicit answers.

**Answers:** 1, 3, 5, 6

Read the information in the Language box out loud. Write the imperative verbs from Exercise 3 on the board. Elicit which are affirmative and negative. Encourage students to mention instructions they hear every day (e.g. don't eat in class, open your book, answer the questions). If time allows, ask them to underline all the verbs that are used to give instructions in the entire lesson (e.g. discuss, underline, classify, etc.).

**4 Classify the instructions from Exercise 3 in the table.** Say the word *classify* out loud. Elicit what *classify* means. Sum up saying that *classify* means to divide things into groups according to their type. Read the instructions out loud. Write two headings on the board: *Imperative Affirmative* and *Imperative Negative*. Monitor as students do the exercise. Have different students go to the board and write the answers under the correct heading. Monitor. Ask students to go to their notebooks and look at the KWL chart. Tell them to brainstorm and list four things they have learned about bilingual dictionaries and write them in the column *What I Have Learned*.

**Answers: Imperative Affirmative:** Read all the definitions. Find the word entry on the page. **Imperative Negative:** Do not skip the preliminary pages. Don't look up every word you don't understand.

## Figure out

**5 Match each abbreviation to a word.**

Read the instruction out loud. Tell students to match the full form of the words to its abbreviation individually. Tell students to cover the column of the abbreviations (second column) with their notebook or a piece of paper. Have a volunteer read the full word of the abbreviations. Tell them to match the information. Model the activity. Monitor. Let students compare their answers with a partner. Have volunteers share their answers with the class. Encourage them to provide a sample word for each abbreviation.

**Answers: 1 d 2 a 3 b 4 c 5 e 6 f**

▣ **Next class:** bilingual dictionaries. Tell students to bring their bilingual dictionaries to class.

## CLASS 2

**Materials:** bilingual dictionaries.

**Warmer:** Greet your students. Ask: *Have you played Simon Says?* Elicit the rules of the game. Tell them you will give instructions for them to follow. Clarify that they can only perform the instruction when you start by saying *Simon says ...* Model an example to make the instructions clear. Say: *Simon says stand up*. Have students stand up. Say: *Clap twice*. Explain that students should not perform the action because you did not start by saying *Simon says*. Give them five or six commands to follow. Tell students who make a mistake to remain seated in their chairs. Your last command can be: *Simon says open your Student's Books to page 29*. Go to the page and start the class.

## Practice

**6 Complete using the words from the box.**

Read the instruction out loud. Explain to students that they are going to match the sentences to the words in the box individually. Have a volunteer read the words in the box. Model the activity if necessary. Read sentence 1. Elicit the answer. Tell students to write the answer on the line. Monitor and provide help as the students perform the task. Let students compare their answers with a partner. Have volunteers say the answers out loud.

**Answers: 1 adverb 2 preposition 3 adjective  
4 conjunction 5 noun 6 verb**

**7 Read the text. What is the meaning of *boot*? Follow the instructions from Exercise 2 on page 28 to help define the word *boot*.**

Read the instruction out loud. Have a volunteer read the text out loud. Write and circle the word *boot* on the board. Ask students *What do you think the word *boot* mean?* Tell students to reread the text silently and try to guess the meaning from the context. Elicit students' answers. Write the possible meanings on the board. Let them give you translations as well. Draw students' attention to page 28. Read the instructions in Exercise 2. Explain to students that they are going to follow those instructions individually to get the correct meaning of the word *boot*. Tell students to take out their bilingual

dictionary and perform the task. Monitor and provide help. Let students compare their answers with a partner. Have a volunteer say their answers out loud. Elicit and write on the board their answers. Explain that the word *boot* in the sentence for this exercise uses British English. Explain that it is important to know the different meaning of words because some words in English may be spelled the same but have different meanings in different countries.

**Answers:** Answers may vary.

**8 Work in pairs. Use the dictionary pages to determine the meaning of *book* and *bond* in the sentences.**

Read the instructions out loud. Put students in pairs. Explain that they are going to use the dictionary pages to locate the correct meaning of the word *book* and *bond* in the sentences below. Encourage them to follow the steps from Exercise 2, page 28. Monitor and help, while they work with their partner. Elicit the answers.

**Answers:** 1 *reservar* 2 *vínculo*

## STEP 2

**9 Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 2 of their Final Product. Read the instructions out loud. Explain to students that with their partners they are going to share and discuss their answers to Exercise 8. Have some volunteers share their answers with the class. Have students read the features they wrote for STEP 1 in their Final Product on page 37 of their books. Then ask students to number the features in the order they find to be most helpful to least helpful. Model the rest of the activity. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

**10 Work in groups. Discuss the questions.**

Put students in small teams. Read the questions out loud. Read the first question out loud. Elicit some answers. Encourage students to answer using complete

sentences. Tell students to take turns to answer the following question. Point out that when they get to question 2 they have to go to page 37 Exercise 2 to see which of the textual components they found most helpful. Monitor and promote respect.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 39

**Answers:** Answers may vary.

### Optional Exercise

If you have Internet access, have students use online dictionaries to find the meaning of words. Write the following words on the board: *specialized*, *skip*, *vital*, *efficiently*, *printed*. Explain that there are monolingual online dictionaries and bilingual online dictionaries. Open a bilingual online dictionary. Go over the parts of the dictionary with students. Model how to find the meaning of one of the words on the board. Share the web pages of some reliable online bilingual dictionaries and have students use one to do the exercise. Monitor and help. Elicit the answers.

**Time:** 10 minutes

Have students reflect on their performance, ask them to go to the Self-assessment section on page 39.

► **Next class:** Class CD, bilingual dictionaries. Tell students to bring their bilingual dictionaries.

Understand the use of textual components of bilingual dictionaries.



- Write lists of textual components.
- Make a list of abbreviations.
- Classify types of words in a table.
- Revise verb forms: imperative.

## CLASS 1

**Materials:** Class CD, bilingual dictionaries.

**Warmer:** Greet your students. Put students in small groups. Tell them to take out the bilingual dictionaries they brought to class, or give each group a bilingual dictionary. Elicit the steps for students to follow whenever they look up words in a bilingual dictionary. Encourage them to use English. Have volunteers go the board and make a list of the textual components that students have to consider. Explain that students are going to look for a word in their bilingual dictionary. Tell them to choose any word they want to know the meaning of. Have them write down all the textual components and an example for each subentry they find. Set a time limit for them to work. Monitor and help. Once they finish, ask students to walk around the classroom and share their information. Elicit the answers.

You can use Poster Unit 2 from the Class CD for an alternative Warmer. Ask students: *Do you remember the textual components of a dictionary entry?* Elicit the textual components that students remember. Have volunteers go the board and make a list of the textual components. Show students the poster. Ask: *What does this poster show?* (graphic and textual components of a dictionary entry) *Are any of these components missing from the board?* Have volunteers go to the board and complete the list. Then point to each textual component and ask: *What is this called? What does it tell you? How do you use it?* Elicit the answers.

### Activate

**1** Work in pairs. Make a list of abbreviations you have seen in dictionaries.

Ask: *Do you remember what an abbreviation is?* (a short form of a word or phrase) Elicit their answers and some examples (e.g. mister–Mr., street–St., kilometer–km). Ask students to open their Student's Books to page 31. Read the instructions out loud. Put students in pairs.

- Establish a number of instructions of steps.
- Write instructions.
- Order sentences into sequences.

Explain that they are going to make a list of all the abbreviations they can remember from dictionaries. Monitor and help. Tell them not to open the dictionaries. Let students compare their answers with another pair. Have volunteers share their answers with the class. Write the most common ones on the board. Do not erase their answers on the board yet.

**Answers:** Answers may vary.

### Identify

**2** Match the parts of speech to the definitions.

**Listen to check your answers.**

Write *Parts of Speech* on the board. Ask: *What are parts of speech?* (They are grammatical groups into which words are divided depending on their use—noun, verbs, pronouns, etc.) Ask students to close their books. Read each part of speech from Exercise 2 out loud. Then elicit the function of each part of speech and an example to activate previous knowledge. Ask students to open their Student's Books again to page 31. Read the instructions out loud. Explain that, individually, they are going to match the words to the definitions. Monitor and help. Clarify the meaning of any unknown words. Let students compare their answers with a classmate. Explain that you will play the Class CD for them to check their answers. Ask them to correct their mistakes as they listen. Play the Class CD. Monitor. Play the Class CD again if necessary. Write each part of speech on the board. Elicit the answers. As students say the answers, elicit one or two examples for each part of speech.

**Answers:** 1c 2e 3h 4f 5i 6a 7g 8b 9d

**3** Complete the first column of the table with the words from the box. Write the correct abbreviation and an example.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Copy the table to the board. Read the instruction on page 32 out loud. Explain to students that they are going to classify the words from the box to complete

the table. Have a volunteer read the words from the box out loud. Draw students' attention to the column *Part of Speech*. If necessary, have students mention the function of each part of speech. Model the exercise. To model completing the first column, say: *The first word is an adjective. The only adjective from the box is "beautiful," so that is the answer for the first column.* Write *beautiful* in the table on the board. To model completing the third column, say: *"Adjective" is one of the parts of speech from Exercise 2, so I can check the abbreviation in Exercise 2.* Write *adj* in the table on the board. To model completing the fourth column, say: *I have to write a sentence with the word "beautiful."* *"Beautiful" is an adjective, so I have to use it to describe a noun.* Write an example sentence on the board (e.g. *Flowers are beautiful.*). Monitor and help as students do the exercise.

Put students in pairs. Explain that they are going to compare their answers with their partner. Monitor. Encourage them to share their reasons when their answers are different. Elicit the answers for the first and second columns and write them on the board. Have volunteers go to the board to complete the table with their example sentences. Encourage students to show respect when taking turns and participating.

**Answers: Word:** 1 beautiful 2 carefully 3 the 4 and 5 ouch! 6 dictionary 7 before 8 they 9 run  
**Abbreviation:** 1 adj 2 adv 3 art 4 conj 5 int 6 n 7 prep 8 pron 9 v **Examples:** Answers may vary.

▀ **Next class:** Class CD, bilingual dictionaries. Tell students to bring their bilingual dictionaries.

## CLASS 2

**Materials:** Class CD, bilingual dictionaries.

**Warmer:** Greet your students. Ask: *Do you remember the steps for using a bilingual dictionary?* Have volunteers retell the steps using their own words. Put students in groups of four to six. Tell them to discuss if they have followed the steps and how easy it has been for them to find the meaning of new words. Monitor and encourage students to use English. Have volunteers share their answers with the class. Encourage students to show respect when sharing points of view.

## Figure out

**4 Read the instructions. Write the verbs in the imperative form.**

Ask students: *Do you remember the steps for looking up words in a bilingual dictionary?* Elicit the steps. Ask: *Do you think that looking up words in a monolingual dictionary is the same or different?* Elicit that some things are the same but others are different (e.g. Same: They are in alphabetical order. Different: Monolingual dictionaries do not have a translation.). Ask: *When do we use instructions? How do we write instructions?* Elicit the answers. Remind students that instructions begin with a verb in the imperative form. Ask: *Do you remember what the rule for writing instructions is? What is the rule for the affirmative / negative form?* Tell students to answer the questions individually. Ask them to go back to Lesson 2, Exercise 3 on page 28 to check their answers. Elicit the answers.

Tell students to open their Student's Books to page 32. Read the instructions out loud. Have different volunteers read the different paragraphs out loud for students to predict the answers. Tell students to do the exercise individually. Monitor and help. To check answers, have volunteers read the complete paragraphs out loud. To help students understand how to use a bilingual dictionary, ask: *Is the procedure similar to the one you mentioned at the beginning of the exercise?* Elicit how it was different or similar to what they answered.

**Answers:** 1 find out 2 read 3 Don't / Do not use 4 choose 5 don't / do not trust

Put students in pairs. Tell students to take out their bilingual dictionaries. Distribute additional bilingual dictionaries as necessary. Read the information in the Language box out loud. Write the connectors and the following sentence on the board: *We visited the dark cave.* Say *First* out loud. Ask students to follow the first step in the instructions to look for the word *cave*. Say *Next* out loud and have students do the next step to find the meaning of the word *cave*. Follow the same procedure for all the connectors. Sum up by saying that the connectors give sequence to the actions. Also explain that connectors *next*, *then*, and *after that* can appear in any order between *first* and *finally*. Elicit which punctuation mark is needed after each connector (a comma).

**5 Complete the sentences with the connectors from the box.**

Read the instructions on page 33 out loud. Explain that the steps are in order, so students have to write the sequence connectors in a logical order. Remind them that *first* and *finally* have a specific position when giving instructions, but the other three connectors can be in any order. Ask them not to repeat the same connector twice in a row to avoid sounding repetitive. Let students compare answers with a classmate. Remind students to use capital letters when the connectors are at the beginning of a sentence.

**Possible answers:** 1 First 2 Then 3 After that 4 Next 5 Then 6 After that 7 Finally (The connectors *Then*, *After that*, and *Next* can go in any order between *First* and *Finally*.)

**Practice****6 Work in pairs. Look at the sentence below. Discuss and write the steps you are going to follow to translate the word in your notebook.**

Read the instructions out loud. Put students in pairs. Write the sentence on the board. Read it out loud. Underline the word *French*. Explain to students that they are going to translate the word *French* following the steps in Exercise 5. Write the word *First*, on the board. Tell them to discuss the steps they will follow to translate the word *French*. Encourage them to reread the steps and write them in the space provided. Monitor and help. Have volunteers share their answer with the class.

**Possible Answers:** First, decide if the word is important. Then, look for the English-Spanish section. After that, look at the guide words. Next, find out its part of speech. After that, read the different translations and examples. Then, choose the correct meaning. Finally, confirm the guess.

**7 Use the dictionary entry to translate the sentence using the instructions you wrote in Exercise 6.**

Read the instruction out loud. Tell students to take out their bilingual dictionary. Explain to students that they are going to use their English-Spanish dictionary to translate the sentence. Encourage them to follow the steps they wrote in Exercise 6. Model the activity. Point to the word *The* on the board. Use an English-Spanish dictionary. Tell students to help you look for the word. Elicit the answer. Write it on the board. Tell students to follow the same procedure for the rest of the sentence.

Monitor and provide help. Have volunteers go to the board to write the translated sentence.

**Answers:** *Los Franceses ganaron el juego de futbol.*

**STEP 3****8 Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 3 of their Final Product. Read the instructions out loud. Use the exercises in this lesson as references for models and examples: instructions from Exercise 4 page 32, connectors from Exercise 5 page 33, and the instructions to use a bilingual dictionary from Exercise 6 page 33. Ask students to write their instructions on page 39. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Reflect****9 Work in groups. Think of the steps you followed in Exercise 7. Discuss the questions.**

Read the instruction out loud. Tell students to discuss their answers with their group. Encourage them to use English and to provide detailed information. Tell students to reflect on their answers. Have volunteers share their answers with the class. Have students reflect on their performance, ask them to go to the Self-assessment section on page 39.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 39.

► **Next class:** bilingual dictionaries, reusable paper. Tell students to bring their bilingual dictionaries to class.

Write instructions.



- Offer proposals to reach agreements.
- Value the use of punctuation.
- Establish a number of instructions of steps.
- Favor cooperation and integration in school work.
- Write instructions.
- Order sentences into sequences.

### CLASS 1

**Materials:** bilingual dictionaries, reusable paper.

**Warmer:** Greet your students. Give each student a sheet of reusable paper. Explain that they are going to follow your instructions to make a paper figure (a plane) with the paper you gave them. Hold up your paper. Say: *First, fold the paper down the middle and unfold to create a crease.* Ask students to follow along. Monitor and say: *After that, fold each corner towards the crease line.* Hold up your paper to show what the paper should look like. Continue: *Next, fold along the crease line to form the body of the airplane. Then, fold the wings down, one at a time. Finally, unfold the wings to finish your paper airplane.* Ask them not to dispose of the paper plane as they will need it in the next class.

### Activate

**1 Work in pairs. Discuss if you agree or disagree with the statements and explain your reasons.**

Ask students: *What do you do when you come across a word you do not know when you are reading a text? Do you look up all the words in a dictionary? Is it useful? Have you ever used a translator? What do you do when you do not know how to pronounce a word?* Have volunteers share their answers with the class. Encourage students to use English. Ask students to open their Student's Books to page 34. Read the instructions out loud. Put students in pairs. Explain that, with their partner, they are going to discuss the statements to share their point of view and say if they agree or disagree. Have volunteers read the statements out loud. Monitor and help as students share their opinions, take turns, and participate. Encourage them to mention the reasons for their answers. Have volunteers share their answers with the class.

- Remove and / or add information in order to improve instructions.
- Offer feedback.
- Review own versions and those of others.
- Write final versions.

**Possible answers:** **1** This is true, because you need to determine information like part of speech and context. **2** This is false, because online translators are not completely reliable when they have to decide among several meanings for the same word. **3** This is true, because they include phonetic symbols and a table that explains how to use the symbols.

### Identify

**2 Complete the instructions to use a bilingual dictionary created by a group of students with the words from the box. Do you think their instructions are useful? If necessary review the steps on page 33.** Ask students to retell the steps to look up the meaning of words in a bilingual dictionary. Prompt them to use their own words in English. Read the instructions out loud. Tell students to use the words in the box and a bilingual dictionary to individually complete the instructions. Tell students to take out the bilingual dictionaries they brought to class. If necessary, hand out dictionaries. Have different volunteers read the incomplete instructions without giving an answer. Tell students to complete the instructions using the words from the box. Have them discuss the question from the instructions: *Do you think their instructions are useful?* Monitor and help.

**Answers:** **1** meaning **2** spelling **3** entry **4** speech  
**5** section **6** translation **7** guide **8** word **9** online  
**10** examples

**3 Work in pairs. Compare your answers with your partner.**

Read the instructions out loud. Put students in pairs. Explain that, with their partner, they are going to compare and check their answers from Exercise 2. When their answers are different, encourage student to share constructive proposals in order to reach an agreement. Monitor and help. To check answers, ask different volunteers read the complete instructions out loud.

### Optional Exercise

Put students in pairs. Explain that, with their partner, they are going to look for the meaning of the following words: *online, spelling, guide, translation, section*.

Prompt them to write the meaning, part of speech, translation, and an example in their notebooks. Let students compare their answers with another pair. Have volunteers share their answers with the class.

**Time:** 10 minutes

### CLASS 2

**Materials:** paper plane.

**Warmer:** Greet your students. Ask them to take out the paper plane they made in the previous class and their notebooks. Write the title *How to Make a Paper Plane* on the board. Unfold your plane. Ask a volunteer to be the secretary and write the steps on the board. Guide them to write the instructions for making a paper plane. Elicit the first step. (First, fold down the middle and unfold to create a crease.) Hold up your plane and perform the step to help students remember it. Elicit the next step. (After that, fold each corner towards the crease line.) Perform the step. Continue eliciting and performing the steps until the instructions are complete. Encourage the secretary to write capital letters and punctuation marks in the correct places. Tell students to unfold their paper planes follow the steps to refold them. Monitor and help.

### Figure out

**4** Correct the circled words in the text in Exercise 2. Write the corrected sentences.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions on page 35 out loud. Ask students to find the circled mistakes. Ask them to identify what is wrong with each mistake. Ask them to correct the mistakes and write the corrected sentences on page 35. Put students in pairs. Tell them to exchange their Student's Books and check each other's work.

Monitor and encourage students to show respect. Ask students to compare their answers and give feedback to their partner. To check answers, have different volunteers go to the board to write the corrected sentences.

**Answers:** **3** Find the word entry on the page. **5** Find the English–Spanish section of your dictionary. **7** Look at the guide words at the top of the pages. **9** Don't trust online translators.

Write on the board the following punctuation marks: period (.), comma (,), question mark (?), and exclamation point (!). Elicit what each of them is used for. Encourage students to use English. Read the information in the Language box out loud. Write on the board: *my name is (name) this is my dictionary i do not know the meaning of (word)* Do not use any capital letters or punctuation marks. Ask students to copy the paragraph in their notebooks and correct the punctuation marks and capital letters. Monitor. Let them compare answers with a classmate. Have volunteers go to the board to correct the paragraph.

► **Next class:** paper plane. Tell students to bring the paper planes they made.

### Practice

**5** Work in pairs. Tell your partner how to use a bilingual dictionary using a sequence.

Read the instruction out loud. Put students in pairs. Explain to students that in turns they are going to explain their partner how to use a bilingual dictionary in a sequenced way. Model the activity. Have a volunteer perform the activity with you. Prompt him / her by saying *First, try to guess the meaning from the context*. Tell your partner to continue the steps on how to use a bilingual dictionary. Tell students to follow the same procedure. Monitor and help. Encourage them to use English and to show respect during the activity. Have volunteers share their answers with the class.

**Suggested answers:** First, try to guess the meaning from the context. Then, check the spelling of the word. Look for the entry on the page. Check the part of speech it is. Find the English–Spanish section in your dictionary. Look for the guide word. Read all the translations. Don't trust on line translators. Read all the examples.

**6** Write your sequence of instructions from Exercise 5. Add all the necessary steps to complete the instructions.

Ask students to open their books to page 36. Draw students' attention to the note at the bottom of the notebook page in the exercise. Read the note out loud.



## Student's Book pages

34–36

Lesson  
4

Tell students to consider the suggestion when writing. Remind them to use the sequence connectors. Monitor and help. Encourage students to use correct punctuation, spelling, and capital letters. Remind students that they can eliminate information that is not necessary to have clear instructions.

**Possible answers:** To better understand the meaning of a word, follow these steps. First, try to guess the meaning from the context. If you cannot, determine what part of speech the word is. Then, find the English–Spanish section of your dictionary. Next, look at the guide words at the top of the pages. After that, find the word entry on the page. Then, check the spelling of the word to make sure you have the correct word. Next, check the abbreviations to identify the subentry for the part of speech you need. After that, read all the translations of the word. Remember not to use the first translation you find, but to pick the word that fits the context. Read all the examples the dictionary gives for the word to help you determine the correct translation for the context. Finally, don't trust online translators, because they do not understand context.

information and the reasons to their answers. Monitor and help. Encourage students to use English. Give students enough time to discuss their answers. Tell students to reflect and discuss their answers. Have volunteers share their answers with the class.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 39.

▀ **Next class:** Bilingual dictionaries.

### STEP 4

#### 7 Work in groups. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 4 of their Final Product.

Read the instructions out loud. Explain that they are going to check their work from STEP 3. Monitor and help. Tell students that after they review their notes, they should write the final version of their set of instructions on page 38. Monitor and help. Tell students to share their final versions with their partners in other groups. Encourage students to show respect when taking turns and participating. Have students read the question in the Now I Can feature and discuss their answers in groups.

### Reflect

#### 8 Work in groups. Discuss the questions.

Read the instructions out loud. Put students in small groups. Read the questions out loud. Explain to students that they are going to take turns to discuss the questions and share their experiences. Tell students to give detailed

Write instructions.  
Edit instructions.

# Instructions to Use a Bilingual Dictionary

## CLASS 1

**Materials:** Bilingual dictionaries.

### STEP 1

**1** Make a list of features that are helpful to use a dictionary.

You can use this exercise as portfolio evidence. Have students take out the separate piece of paper if it was necessary.

Read the instruction out loud. Ask students *Do you remember what the list is about?* Elicit students' answers. Encourage them to mention what they wrote it for. Tell students to check their lists and add more information if needed. Have them read one by one each of the features they wrote. You can write them on the board and tick them as you mention each of them. Tell them to reflect on how each one is useful for them to learn how to use a bilingual dictionary. Tell them to look back at exercise 4 to remember all of the elements they have reviewed in bilingual dictionaries. If they did not write one or two, tell them to include them in their lists. Once they have finished writing and improving their lists, tell them confirm their answers. Monitor and provide help. Let students compare their answers with a partner. Ask the students *Why is important to create lists of topics that need to analyze? Why do you think it is important to select and revise bilingual dictionaries?* Give students enough time to think and answer freely.

### STEP 2

**2** Order the list you wrote in STEP 1.

You can use this exercise as portfolio evidence. Have students take out the separate piece of paper if it was necessary.

Read the instruction out loud. Ask students *Do you remember why you ordered the features in that way?* Elicit students' answers. Do a survey and ask a few students to share their organized list. You can write them on the board and tick them as you mention how many students have that same order. Do the same with different lists the students share. Tell them to reflect on

how each list is useful to learn how to use a bilingual dictionary. Tell students to check their lists and reorganize the information if they think it is necessary. Once they have finished improving their lists, tell them to check their spelling and grammar. Monitor and provide help. Let students compare their answers with a partner. Have volunteers share their answers. Have volunteers share their answers out loud. Ask the students *Why do you think it is important to understand the use of textual components of bilingual dictionaries? What advantages can this skill give you for learning English?* Give students enough time to think and answer freely.

### STEP 3

**3** Write your instructions on how to use your bilingual dictionary.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instruction out loud. Tell students to read the instructions they wrote. Explain that they are going to improve the instructions they wrote on page 36 on how to use a bilingual dictionary. Ask students *Do you think that if you give the instructions to someone for them to use a bilingual dictionary, they would understand and would be easier for them to use it?* Elicit students' answers. Tell them that in order for them to improve the instructions they can check the original instructions from Exercise 4 page 32. Ask them *Which exercise do you think helped you the most to write your instructions?* Give students enough time to think about the question and answer freely.

## CLASS 2

### STEP 4

**4** Write the final version of the instructions on how to use your bilingual dictionary.

Read the instruction out loud. Encourage them to make a draft of the final version. Remind students to check they have used the strategies provided in Exercise 5, page 35. Monitor and provide help. Let students compare their instructions with a partner. Tell them to suggest any necessary change and to suggest any step their partner might have missed and you consider important. Monitor and promote respect. Students give

## Student's Book pages

37-38

back the books and make the necessary change. Tell the students they can share their work with another group to be sure that everyone who reads their instructions can understand them. Ask the students what they found the most difficult part of editing their instructions. Give students the opportunity to answer the question freely.



### Further practice

**5 Present your instructions to the class. Ask some classmates to follow the instructions to look up the meaning of a word to see how well your instructions work.**

Read the instructions out loud. Tell students to take out their English-Spanish dictionary. Explain to students that they are going to choose one or two classmates to follow the instructions you wrote in your book to look up for the meaning of words in the dictionary. Choose a word to look up in a dictionary. Encourage students to choose a challenging word. Give some time for them to choose a word. Tell students to work with a partner. Tell them to exchange books, take out their English-Spanish dictionaries and look up for the word they chose. Suggest reading their partners' instructions first. Then carry out the instructions. Monitor. Tell them to take turns to report their findings. Promote respect. Suggest students to give feedback to their partner. If time allows, tell students to look for another partner and follow the same procedure. Monitor and promote respect. Elicit from students the words they looked up in the dictionaries. Write a list of some of the new words on the board. Encourage students to tell the meanings of the words written on the board. Ask students *How useful was to follow your partners' instructions? Would you suggest any change? Which one?* Elicit students' answers. Encourage them to use English.



**6 Discuss in groups.**

Explain that it is time for students to reflect on what Read the instruction out loud. Put students in small groups. Explain to students that with their partners they are going to discuss the following questions. Read the questions out loud. To clarify the meaning of a word they do not know in any of the questions, encourage them to look up for the word in their

dictionary following the instructions practiced in Step 5. For question 1 encourage students to mention the new sections they discovered in the dictionaries. Tell them to share with their partners the sections they discovered and were useful for them when using an English-Spanish dictionary. For question 2, encourage students to share with their partners their experience when learning how to use an English-Spanish dictionary, and the strategies they used that were more useful. Finally, when discussing question 3, tell students to reflect and mention if they consider that what they learned can help them write instructions using another type of books. Suggest providing examples and using English to share their experience. Monitor and promote respect when taking turns of participation. Have volunteers share their answers with the class.

Title **Strategies to Understand Unknown Words**

Type of text Informative

FACT  
File

### Summary

One of the challenges in learning English is encountering and understanding a word you don't know. This informative text gives three strategies to help students acquire and develop skills to understand unknown words. The first strategy talks about using context by looking for contextual clues in the text. The second strategy talks about using word parts, to focus on the parts of the text which are already familiar to you. The third and last strategy talks about using different reference materials like flashcards, picture dictionaries, thesaurus, glossaries, and online dictionaries. The manual also includes information on how to correctly use a language dictionary.

## First Reading

Greet your students. Tell students to open their Readers to page 18. Read the title out loud. Ask students *What do you think the text is about? What information do you think it contains?* Elicit answers. Put students in pairs. Tell them to discuss and answer the pre-reading questions. Then have students read the chapter individually. Encourage them to use the Glossary on page 31 or a dictionary if they have any vocabulary questions. When students finish reading, ask volunteers to summarize the chapter. Then ask other volunteers to say if they liked the text and why.

Ask students to go to the Comprehension Exercises on page 29. Read the instructions for Exercise 1 out loud. Ask students to read the sentences and have them answer the questions. Once students have finished, tell them to read the chapter quickly to check their answers. Then put students in pairs and have them discuss their answers. Have volunteers share their answers.

Next, read the instructions for Exercise 2 on page 29 out loud. Explain to students that they are going to match the strategies to the answers. Monitor as the students perform the task individually. Encourage them to underline the evidence to their answers. Let students compare their answers with a partner. Have volunteers share their answers with the class.

## Second Reading

Greet your students. Elicit what students remember about the chapter. Explain that they are going to reread the chapter. Tell students to open their Readers to page 18. Monitor as they read. Then tell students to turn the Extension Exercises on page 30. Read the instructions for Exercise 3 out loud. Put them in pairs. Tell them to

complete the task with a partner. Reread the sentence. Tell students to discuss the strategies they would use to figure out the meaning of the word *grievous*. Encourage them to choose two of the strategies from the text and write them in the space provided. Monitor and promote respect. Have volunteers share their answers with the class.

Read the instructions for Exercise 4 on page 30 out loud. Put students in new pairs. Explain to students that you will play the class CD twice for them to answer the questions. The first time you play the CD they have to write down key words that can help them answer the questions. Play the class CD. Monitor. Give enough time for students to share their answers. Tell them that you will play the class CD for them to confirm/complete their answers. Play the class CD. Monitor. Give students enough time for them to finish answering the questions. Have volunteers share their answers.

**1 Possible Answers:** 1 Look for meaning in context, word parts, and use reference material. 2 Look what comes before and after a word, look for words you already know, and highlight contextual clues. 3 Looking up the meaning or translation of a word, check the spelling, find out grammatical information, how a word is used, learn new words or expressions. 4 Check how close you are to finding the word. 5 Thesauruses, glossaries and online dictionaries.

**2** 1 b 2 c 3 a

**3** Answers may vary.

**4** Answers may vary.

## Lessons

**1** Go back to page 27, Exercise 8 and share with a classmate two features that were useful for you when you use a dictionary.

Tell students to go to Lesson 1, page 27, Exercise 7. Tell them to read and review what they did in the Exercise. Tell students to go back to page 39. Explain to students that they are going to write two features that are / were useful for them when using a dictionary individually. Monitor. Make pairs. Explain that they are going to share what they wrote with their partner. Encourage them to give reasons for their answers. Monitor and help. Have volunteers share their answers with the class.

**2** Go back to page 30, Exercise 10 and share with the class what you learned about textual components of a bilingual dictionary.

Tell students to go to Lesson 2, page 30, Exercise 10. Tell them to read and review what they did in the Exercise. Tell students to go back to page 39. Ask students *What is a textual component?* Elicit students' answers. Explain to students that they are going to share with their classmates what they learned about them. Encourage them to use English and to provide detailed information about their answers. Promote respect when taking turns answering and participating.

**3** Go back to page 33, Exercise 9 and share why it is important to write and follow instructions to translate words using a bilingual dictionary.

Tell students to go to Lesson 3, page 33, Exercise 9. Tell them to read and review what they did in the Exercise. Tell students to go back to page 39. Put students in pairs. Explain to students that they are going to share their experience on using a bilingual dictionary to translate words with their partner. Encourage them to mention the importance of following steps to make an accurate translation, to mention why they have to read the complete entry of a word, and the importance of using the correct meaning of a word. Monitor and help. Have volunteers share their answers with the class.

**4** Go back to page 36, Exercise 8 and discuss if you can use the editing and correcting strategies for other subjects at school.

Tell students to go to Lesson 4, page 36, Exercise 8. Tell them to read and review what they did in the Exercise.

Tell students to go back to page 39. Put students in small teams. Explain to students that they are going to discuss how useful it is to edit and correct their texts. Tell them to reflect and discuss if editing can help them to correct other kinds of texts of different subjects at school. Monitor and promote respect when taking turns and participating. Have volunteers share their answers out loud. Write on the board the most popular answers in the class.

## Final Product

**5** Use your answers to Step 6 on page 38 to write a summary about your development.

Tell students to go to the Final Product, page 38, Step 6. Tell them to read and review what they did in the Exercise. Tell students to go back to page 39. Explain to students that individually they are going to write a summary using the information they discussed with their partners. Prompt the activity. Write on the board the possible beginning to their paragraph *I found the section (Appendix) in the dictionary useful because ... The strategies that were most useful for me are ... because ... I think that now I am able to write instructions for ...* Tell students to write their summary and to reread it once they have finished it.

## Conclusion

**6** Write down those things you need to improve and plan when and how you will work them.

Explain to students that they are going to write down what they consider they have to improve individually (e.g. I'm not very good at translating; I need to follow the instructions step by step). Monitor and provide help. Tell students that they are going to write how they can improve and practice (e.g. I will try to guess the meaning of the words through context and then confirm the meaning of the words in a dictionary). Put them in small teams. Tell students to take turns to share their answers with their partners. Monitor and help. Have some volunteers share their answers with the class.

## Questionnaire

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. A questionnaire can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

### Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or in writing).
- 3 Write your final comments or notes on the result of the questionnaire.

### Questions:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

### Notes:

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# Unit 3

## Social Learning Environment:

Family and Community

**Communicative Activity:** Exchanges associated with information of oneself and of others.

## Social Practice of the Language:

Exchange compliments, likes, and dislikes in an interview.

**Final Product:** Conversation about Likes and Dislikes.

Lesson	Activities	Pages
Explore	<i>Show your students a variety of examples for them to understand how to:</i>	
	<ul style="list-style-type: none"> <li>• Exchange points of view.</li> <li>• Notice contextual clues in leisure situations.</li> <li>• Identify language register.</li> <li>• Determine sequence of enunciation.</li> </ul>	42-44
Learn	<i>Describe and make explicit to your students the different ways in which they can:</i>	
	<ul style="list-style-type: none"> <li>• Anticipate the general sense and main ideas.</li> <li>• Identify topic, purpose, and intended audience.</li> <li>• Recognize the structure of conversations (opening, body, and conclusion) to determine the function of lines (e.g. interruption, confirmation, etc.).</li> <li>• Compare ways of expressing likes, compliments, and dislikes.</li> <li>• Recognize the types of sentences used to express likes and dislikes.</li> <li>• Identify words used to connect ideas.</li> <li>• Order sentences into a sequence using connectors.</li> </ul>	45-47
Apply	<i>Think out loud for your students to understand how to:</i>	
	<ul style="list-style-type: none"> <li>• Consider repertoires of words and expressions.</li> <li>• Use question tags to request confirmation (e.g. You used to be ... didn't you?).</li> </ul>	48-50
Create	<i>Provide your students information that allows them to:</i>	
	<ul style="list-style-type: none"> <li>• Use non-verbal language to reinforce what is being said.</li> <li>• Use expressions to make time to articulate spontaneous answers (e.g. hmm, that is an interesting question, etc.).</li> <li>• Recognize appropriate moments to interrupt interlocutors.</li> <li>• Practice and follow rhythm, speed, and pronunciation.</li> <li>• Make and respond questions to solve doubts.</li> <li>• Adjust questions and answers depending on the interlocutor's reactions.</li> <li>• Take roles as interviewer and interviewee, with and without the help of a script.</li> <li>• Express points of view in favor and against.</li> <li>• Compose sentences that include <i>like</i> (e.g. I like ...) to express likes and dislikes.</li> </ul>	51-53



- Exchange points of view.
- Value conversation and language as a mean to exchange experiences.
- Notice contextual clues in leisure situations.
- Identify topic, purpose, and intended audience.
- Identify language register.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Ask: *What is a leisure activity?* (an activity that you do in your free time) *Why do people like to talk about their leisure activities?* Elicit answers. Think of ten leisure activities. Divide the class in two groups. Give a member of each group one activity to act out for the group to guess. Set a time limit of 30 seconds for guessing. Repeat until both groups have had a chance to guess each leisure activity. Ask students to open their Student's Books to page 41. Read the activation question out loud. Put students in pairs. Monitor as they discuss their likes.

## Activate


**1 Work in pairs. Look at the pictures and share the leisure activities you like doing.**

Hold up your Student's Books, open it to page 42, and point to the pictures. Ask students to describe them. Read the instructions out loud. Put students in pairs. For students to exchange points of view, explain that they are going to discuss the leisure activities they like doing and why they like those activities. Monitor and help. Let students share their answers. Ask: *Which is the most popular leisure activity in the class?* Have a vote. Explain that you will say each leisure activity from the exercise, and students who like the activity have to raise their hands. Clarify that students can vote as many times as they like. Take a count for each leisure activity and write it on the board. Have a volunteers say which activity is the most popular. In order to value conversation and language as a mean to exchange experiences, have them reflect that now they know more about their classmates.

**Answers:** Answers may vary.

- Recognize behavior adopted by speakers to clarify and confirm comprehension.
- Determine sequence of enunciation.
- Recognize the types of sentences used to express likes and dislikes.

## Identify

**2**  Listen and check (✓) the pictures of the activities you hear.

Read the instructions out loud. Explain that you will play the Class CD for students to identify contextual clues, tell them to listen carefully to the sounds they hear. Clarify that these sounds will help them do the exercise. Play the Class CD. Let students compare their answers with a classmate. Tell students that you will play the Class CD again for them to check their answers. Play the Class CD. Elicit answers. Encourage them to mention the evidence for their answers (e.g. In Part 1, you can hear the sound of a video game.).

**Answers:** 1, 4, 5, 6, 10


Read the information in the Skills box out loud. Ask: *Why do sounds help you identify situations and understand better? What sounds would you hear in the five other leisure activities?* Elicit answers.



**3 Work in pairs. Share what sounds helped you identify the activities in Exercise 2.**

Put students in pairs. Ask: *Why is it important to talk about your learning experiences? How can it help you learn a language?* Read the instructions out loud. Tell students to share the sounds that helped them do Exercise 2. Set a time limit of 3 minutes. Monitor and help. Encourage students to use English. Ask volunteers to share their views.

**Answers:** Answers may vary.

**4**  Listen to the conversations and underline the correct answer.

Ask students to close their books. Explain that you will play the Class CD for them to listen to three conversations. Write on the board: *What leisure activities are mentioned in the conversations?* Play the Class CD and pause after Conversation 1. Elicit



answers. Refer students to the Glossary on page 57 to clarify the meaning of words. Follow the same procedure for Conversations 2 and 3. Elicit the topic of the three conversations (leisure activities).

Ask students to open their Student's Books to page 43. Read the instructions out loud. Tell students that they are going to identify different aspects of each conversation: the purpose, if it is formal or informal, and where it happens. Read the sentences for Conversation 1. Explain what small talk is (informal conversation about things that are unimportant) and what a survey is (a set of questions to interview several people to learn their opinions). Ask: *How can we know the purpose of a conversation?* Elicit answers. Ask: *How can we tell if a conversation is formal or informal?* Guide students to notice that the participants are different in formal and informal conversations, and they use different words. Ask: *How can we know where a conversation takes place?* Guide students to understand that they have to pay attention to the sounds they hear. Play the Class CD. Pause after each conversation for students to answer. Elicit answers. Encourage students to mention the evidence for their answers.

**Answers:** **1a** conduct a survey **1b** formal **1c** in the street **2a** make small talk **2b** informal **2c** in a school cafeteria **3a** ask for information **3b** informal **3c** over the phone

Read the information in the Skills box out loud. Explain that you will play the Class CD again for students to write down the formal and informal expressions they hear.

Elicit answers (e.g. Conversation 1: *Would you mind if I ask you some questions?* Conversation 2: *It's awesome.* Conversation 3: *Good afternoon.*).



## Figure out

### 5 Match the sentences to the meaning of the words in bold.

Read the instructions out loud. Have volunteers read the sentences out loud. Explain that all of the sentences are from the conversations in Exercise 4. Write the words in bold on the board. Ask: *Do you recognize these words? What do they express?* (likes and dislikes) Elicit answers. Tell students to do the exercise individually. Monitor and refer them to the Language box for help. Let students compare their answers with a classmate. Elicit the answers.

**Answers:** 1 c 2 e 3 b 4 a 5 d 6 f

Read the information in the Language box out loud. Copy the diagram to the board. Write two leisure activities on the board (e.g. running, singing). Use the phrases to say how you feel about the activities. Use non-verbal language to emphasize how you feel. For example, if you do not mind an activity, shrug your shoulders. Have a vote for students to share if they love, like, don't mind, don't like, or hate the activities.

▀ **Next class:** Class CD, cards with images of: knitting and crocheting, collecting sports stamps, watching sports, doing exercise, biking, and carpentry.

## CLASS 2

**Materials:** Class CD, the cards you made.

**Warmer:** Greet your students. Stick the cards you made on one side the board with the image facing the students. Write the names of the activities on the other side of the board. Explain that you will read the description of each activity so that students can label the cards. (e.g. Say: *It's an activity in which you need a hammer, nails, and wooden boards,* and elicit the answer carpentry.) Read the descriptions at random. Have the first student who says the correct answer go to the board and label the flashcard.

You can use Poster Unit 3 from the Class CD for further practice. Point to the different pictures and ask: *What is this? What activity is it used for?* Have volunteers say the answers. Explain that volunteers are going to describe an activity for students to say the correct activity and object. Model the exercise. Say: *It is an outdoor activity in which you kick a ball.* (playing soccer, soccer ball) Elicit the answer. Invite several volunteers to describe activities from the poster for their classmates to guess. Monitor and help.

## Practice

### 6 Underline the phrases in Exercise 5 that express likes. Circle the phrases that express dislikes.

Write on the board: *I like, I hate, I don't like, I really love, I love,* and *I don't mind.* Elicit the meaning of each phrase. Ask students to help you order the phrases from

Lesson  
**1**

the one that expresses the strongest like to the one that expresses the strongest dislike (I love, I like, I don't mind, I don't like, I hate). Read the instructions out loud. Have students circle the phrases that express dislikes and have them check their answers in pairs before checking as a class.

**Answers:** **Underline:** like, love, really love. **Circle:** don't like hate

**Optional Exercise**

Tell students to go to the text and look for the following expressions: *Can you repeat that, please?* and *I'm sorry. Did you say baseball?* Elicit why Luis asks these questions. Emphasize that these questions can be used to ask for clarification when we don't understand or hear well during a conversation. Ask students: *What expression does Luis use to explain what carpentry is?* Elicit answers and tell students that, when they do not know a name of something, they can explain.

**Time:** 5 minutes

**7 Use the diagram to organize common leisure activities according to your likes and dislikes.**

Copy the diagram to the board. Read the instructions out loud. Clarify that students can write more than one activity on each line. Model the exercise by choosing two activities and writing them on the board according to your own likes and dislikes. Monitor as students do the exercise.

**Answers:** Answers may vary.

You can use Poster Unit 3 from the Class CD for further practice. Point to the first picture and say: *I love knitting.* Point to the second picture and say: *I don't like playing video games.* Model several sentences expressing likes and dislikes with the pictures. Then invite several volunteers to do the same.

**8 Work in pairs. Compare your diagrams. Write a list in your notebook with the likes and dislikes you have in common and those you do not share.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud. Put students in pairs. In order for students to exchange points of view, explain that they are going to compare their diagrams

and write the likes and dislikes they have in common and those they do not. Monitor and help.

**Answers:** Answers may vary.

**STEP 1**

**9 Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 1 of their Final Product. Clarify that students are going to write a list of leisure activities. Put students in groups. Ask: *What leisure activities do you know?* Elicit the answers and write them on the board. Ask students to follow the instructions. If you have showed students Poster Unit 3 from the Class CD, you can display the poster again and suggest students use those activities too. Tell students to copy the list on page 54 and add their opinion about each activity. Monitor. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Reflect**

**10 Work in groups. Compare your answers from Exercise 6. Discuss the questions.**

Direct student's attention to Exercise 6 from this lesson so they remember what it was about. Then read the instruction out loud and ask volunteers to read the questions: *1 What activities do you like the most?, 2 What activities do you dislike the most?, 3 Does everybody in your group have the same likes and dislikes?* and have them answer each one of them in their groups. Encourage students to respect each other ideas and turns of participation. Once they finish answering the questions, elicit answers as a group.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 56.

**Next class:** Class CD.

Listen to and revise likes and dislikes in an interview conversation.

- Anticipate the general sense and main ideas.
- Model comprehension strategies.
- Identify topic, purpose, and intended audience.
- Recognize the structure of conversations (opening, body and conclusion) to determine the function of lines (e.g. interruption, confirmation, etc.).
- Compare ways of expressing likes, compliments, and dislikes.
- Recognize the types of sentences used to express likes and dislikes.
- Detect syntactic differences between British and American English: collective nouns (e.g. My favourite team is / are).
- Identify words used to connect ideas.
- Order sentences into a sequence using connectors.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Divide the class into two groups. Explain that you will perform an action for them to guess. Use activities such as reading, playing soccer, swimming, playing video games, watching TV, etc. Once they have guessed, explain that volunteers from each group will take turns going to the front of the class. You will give each volunteer a strip of paper with an action to perform in the same way for his / her group members to guess. The group has only 30 seconds to try to guess the action. Monitor. Once the action has been guessed, write it on the board. Encourage students to show respect during the game.

## Activate

**1** Work in pairs. Look at the brochure and discuss if it offers cultural or commercial information. Give reasons for your answer.

Ask students to open their Student's Books to page 45. Hold up your book, open it to page 45, and point to the brochure. In order to model comprehension strategies, ask: *What do you call this?* (a brochure) *Have you seen a brochure like this?* *How is it organized?* *Is the information easy to find?* *How does the organization help us find the information?* Elicit students' answers. Explain that these questions are useful to understand any text. Put students in pairs. Ask: *Is the web page cultural or commercial?* *Did answering the comprehension questions help you know?* Let students discuss the questions.

Prompt students to anticipate the general sense and main ideas of the brochure by asking them to discuss what they see (table, picture, logo, etc.). Explain that this type of table is called a timetable, because it includes the times when events will happen. Ask students to explore the timetable. Refer students to the Glossary on page 57 to clarify the meaning of words. Monitor and

help. Encourage students to use English. Elicit the topic of the web page (activities at a resort).

**Answers:** commercial (It is advertising a resort.)

## Identify

**2** Read the information from the brochure in Exercise 1 and answer the questions.

Read the instructions out loud. Explain that students are going to identify purpose, author, intended audience, and the section of the web page to anticipate the general sense of the information. Have different volunteers read the questions out loud. Monitor as the students answer the questions individually. Let students compare their answers with a classmate. Elicit the answers. Help students anticipate the general content of a text by asking: *What other sections does the web page have?* *Which sections would you like to explore? Why?*

**Answers:** **1** to inform about and promote leisure services at a resort **2** Mount Maple Leisure Resort **3** families **4** the Activities section

**3** Listen to the conversation and underline the correct answer. Listen again to check your answers.

Ask students to close their Students' Books. Explain that you will play the first part of the conversation. Ask students to write down and answer the following questions: *Who is taking the call?* (Sarah) *Where does she work?* (Mount Maple Leisure Resort) *Does the caller have children?* (Yes, he has two.) Play the Class CD and pause it in the middle of the conversation. Elicit the answers.

Ask students to open their Students' Books to page 46. Read the instructions out loud. Tell students to read the sentences and predict the answers. Play the Class CD for students to do the exercise. Monitor and help. Let students compare answers with a partner. Play the Class CD again for students to check their answers.

Elicit answers. In order for students to recognize the structure of conversations to determine the function of lines, ask: *What are some phrases to open and close conversations? Are phrases used to interrupt usually in the opening, body, or closing of a conversation? What about phrases to provide clarification, to express preferences, and to pay compliments?* Elicit answers.

**Answers:** **1** a vacation resort **2** ask about the activities the resort offers **3** both **4** interrupt politely **5** a clarification **6** close a conversation

Have a volunteer read the information in the Language box out loud. Ask: *Do you use the same words to express preferences and to compliment people in your mother tongue?* Elicit answers and examples.

**4 Underline the correct answer to complete the conversation. Work in pairs to check your answers.** Read the instructions out loud. Explain that students have to choose between different forms of the auxiliary verb *to do*. Ask: *Do you know how to use the verb “to do”?* Ask volunteers to read the conversation out loud without answers for students to predict them. Have students do the exercise. Monitor and help. Let students check their answers with a partner. Elicit the answers.

**Answers:** **1** do **2** don't **3** likes **4** Do **5** doesn't **6** Do

#### Intercultural Note

Collective nouns like *family*, *team*, and *government* are usually plural in British English and singular in American English. For example, *My family love shopping.* (British) *My family loves shopping.* (American) To help students detect syntactic differences between British and American English, write the following sentences on the board: *My family loves shopping. My family love shopping.* Ask: *Which is British? Which is American?* Elicit the answers.

✔ **Next class:** Class CD.

## CLASS 2

**Materials:** Class CD.

**Warmer:** Greet your students. Divide the class into two groups. Divide the board in two parts. Explain that group members will take turns to write a word that you will spell out. Clarify that you will spell out ten words. Have volunteers go to the board. Choose a leisure activity from the previous class (e.g. dancing). Slowly spell out the word. You can repeat the spelling. The group that gets the most points wins.

**5 Read the conversation and complete the questions and the short answers.**

Elicit the form to make questions. Encourage students to look back at Exercise 4. Write the form on the board: *Do / Does + subject + verb + complement?* Ask students to open their Student's Book to page 46. Read the instructions out loud. Have students do the exercise. Tell them to look at the table in Exercise 5 for help. Have students exchange their books with a classmate to check the answers. Tell students to circle their classmate's mistakes but not correct them. Have students take their books back and correct their own mistakes. Monitor. Elicit the answers.

**Answers:** **1** Does, he does. **2** Do, they don't. **3** Does, he does. **4** Does, he does. **5** like, he doesn't. **6** like, they do.

Read the information in the Language box out loud. Write a sentence with *like* on the board (e.g. I like playing tennis.) and cross out *like*. Substitute *like* with *enjoy*. Follow the same procedure with *love* and *prefer*. Tell students to go back to the sentences they wrote in the Warmer. Have students rewrite the sentences using *(don't) love*, *(don't) enjoy*, and *(don't) prefer*.

▲ **Figure out**

**6 Read the conversation in Exercise 4 again and complete the table.**

Read the instructions out loud. Hold up your book and open it to page 47. Point to the table. Ask: *What types of sentences are in the table?* (questions, answers, short answers) *What is the difference between a short answer and a complete answer?* Elicit answers. To help students

recognize the types of sentences used to express likes and dislikes, tell them to underline the questions, answers, and short answers in the conversation in Exercise 4. Guide students to notice the differences between the different types of sentences. Monitor. Elicit the answers.

**Answers:** 1 Do 2 Does 3 don't like 4 do 5 doesn't

## Practice

### 7 Match the sentences to the correct meaning.

Read the instructions out loud. Ask: *Do you remember what connectors are?* (words to connect ideas) Tell students to scan the conversation in Exercise 4 and find sentences with the connectors *and*, *or*, and *but*. Monitor. Have volunteers write the sentences on the board. Ask: *Are the words used in the same way or in a different way?* Guide them to understand that *or* expresses an option, *and* adds something, and *but* makes a contrast. Have students do the exercise. Monitor. Elicit the answers. Do not erase the board yet.

**Answers:** 1 b 2 c 3 a

### 8 Rewrite the sentences in your notebook using *or*, *and*, or *but*.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Have a volunteer read the instructions out loud. Read the example and write it on the board. Explain that students are going to join sentences that include *like* using the connectors *and*, *or*, and *but*. Draw students' attention to the sentences on the board. Point out that some sentences have two subjects and others have one. Ask: *Why is this?* Help students notice that sentences with *but* always have two subjects. Guide students to realize that sentence with *and* or *or* can have one or two subjects. Have students do the exercise. Tell them to look at the sentences on the board for help. Monitor and help. Elicit the answers and write them on the board.

**Answers:** 1 I don't like playing soccer or watching sports. 2 She loves going to the movies, and she really likes reading romantic novels. 3 They like hanging out with friends, but they don't like going to the park. 4 We don't like watching sports, but we like playing sports. 5 He likes surfing the web and chatting with his friends online. 6 She doesn't like cooking, but she loves baking.

## STEP 2

### 9 Work in groups. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 2 of their Final Product. Remind students that their Final Product is a Conversation about Likes and Dislikes. Explain that, in this step, students will write questions that they will use in their conversation. Ask: *What types of questions should you write?* Elicit answers. Put students in their Final Product groups. Have students follow the instructions. Tell them to write questions to interview other students about the leisure activities they prefer. Suggest that students use the questions in the lesson as models. Monitor and help. Tell them to write a clean version of the questions on page 54. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

## Reflect

### 10 Work in groups. Compare the questions you wrote in Exercise 9. Discuss the questions.

Direct student's attention to Exercise 9. Then read the instructions out loud and ask volunteers to read the questions for Exercise 10 out loud. Put students in groups. Tell them to discuss the questions. Monitor and help. Encourage students to participate and share their answers. Once they finish answering the questions, elicit answers as a group. Congratulate students for their effort.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 56.

Next class: Class CD.

Understand general sense and main ideas of conversations.



- Consider repertoires of words and expressions.
- Use question tags to request confirmation (e.g. You used to be ... didn't you?).
- Recognize the types of sentences used to express likes and dislikes.
- Compare ways of expressing likes, compliments, and dislikes.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Tell students that they are going to play *Charades*. Divide the class in groups of four to six students. Explain that group members will take turns miming a TV program for the group to guess. Set a time limit of 1 minute for students to guess the name of the TV program. Promote respect.

### Activate

**1** Work in pairs. Share with your partner the types of TV programs you like.

Ask students to open their Student's Books to page 48. Hold up your book and open it to page 48. Have volunteers read the words out loud. Refer to students to the Glossary on page 57 to clarify the meaning of words. Provide examples of types of TV shows that students do not recognize. Read the instructions out loud. Put students in pairs. Think out loud to model the activity. Say: *I like (soap operas) and (sitcoms)*. Monitor and help.

**Answers:** Answers may vary.


### Identify

**2** Read the conversation and circle the correct answer to complete the sentences.

Read the instructions out loud. Explain that students are going to read a conversation between two girls, Amanda and Jane. Ask volunteers to read the beginnings of the sentences and the options out loud. Then tell students to read the conversation individually and do the exercise. Monitor. When they finish, let students compare their answers with a classmate. Elicit the answers.

**Answers:** 1 b 2 c 3 c 4 c

- Use stranded prepositions to offer details (e.g. The place they went to ..., etc.).
- Show empathy in oral interactions.
- Determine language register and compose sentences.
- Include details in main ideas.
- Evaluate own performance and that of others.

**3**  Read and listen to the conversation. Draw an arrow rising (↗) or falling (↘) under the underlined tag questions to show if the person's voice goes up or down.

Read the instructions out loud. Explain that you will play the Class CD for students to detect the intonation of the tag questions (up or down) in the conversation in Exercise 3. Play the Class CD. Pause the Class CD after the first tag question and ask students to repeat the sentence with the correct intonation. Use your hand to signal that the intonation goes up. Hold up your book, open it to page 48, and point to the arrow. Explain that students will draw up or down arrows depending on the intonation of the tag questions. Let students read the conversation to predict the intonation of the tag questions. Resume the Class CD for students to draw the arrows. Monitor. Play the Class CD for them to check their answers. Monitor. Let them compare answers with a partner. Have volunteers read the tag questions with the correct intonation. Model the intonation every time a volunteer does not get it right.

**Answers:** 1 (up) 2 (down) 3 (up) 4 (up) 5 (down) 6 (up)

Read the information in the Language box out loud. Write a sentence with tag questions on the board. Read the tag question out loud with a rising intonation. Elicit if the intonation goes up or down and draw an arrow.

Ask: *Does it sound like I know the answer?* (no) Then read the tag question with a falling intonation. Ask: *Now does it sound like I know the answer?* (yes) Elicit the answers.

### Figure out

**4** Read the sentences. Complete them with phrases from the box.

Before starting the activity, talk to your students about stranded prepositions. Say: *In the sentence "Hospital Live is the show I told you about" there is a stranded*

(lost) preposition used in informal English. The formal way to say this is "... Hospital Live is the show about which I told you." Think out loud. Explain that often a preposition is stranded because it simplifies the structure of the sentence (e.g. He is the man I spoke to. vs. He is the man to whom I spoke.). Give more examples and encourage students to transform the sentences using stranded prepositions.

Read the instructions out loud. Then direct students' attention to the sentences from Exercise 4 and have them chorally repeat them with the correct intonation learned in Exercise 3. Have students complete the sentences and check their answers in pairs before checking as a class.

**Answers:** 1 ask for confirmation 2 expect agreement  
3 negative 4 affirmative

▀ **Next class:** Class CD, plastic bag, colored pencils, strips of paper with statements (e.g. You like chocolate,) and other strips with the corresponding tag questions (e.g. don't you?).

## CLASS 2

**Materials:** Class CD, plastic bag, colored pencils, strips of paper you prepared.

**Warmer:** Greet your students. Put the strips of paper in the plastic bag. Put students in pairs. Explain that they are going to take out a strip of paper, read the statement or tag question, and find the person with the other part of the sentence. Have them walk around the classroom reading what is written on the paper. Monitor and help. Then have students ask and answer the questions.

## Practice

### 5 Complete the sentences using tag questions.

Ask students to open their Student's Books to page 49. Read the instructions out loud and copy the example sentence to the board. Ask: *Is the statement positive or negative? What about the tag questions?* Elicit answers. Write the + and – symbols above the statement and tag question accordingly. Ask: *What are the parts of a tag question?* Explain that a tag question is formed by an auxiliary verb and a pronoun. Circle the verbs and underline the nouns and pronoun. Guide students to notice that the auxiliary verb corresponds to the verb

in the statement, and the pronoun corresponds to the nouns in the statement. If students seem unsure, write statements from Exercise 3 on the board for students to find the tag questions. Monitor and help. Then have students do the exercise. Monitor.

**Answers:** 1 doesn't she? 2 are they? 3 aren't they?  
4 do they? 5 does she? 6 don't you?

### 6 Work in pairs. Read the sentences in Exercise 5 with rising and falling intonation. Take turns.

Read the instructions out loud. Explain that rising intonation is when your voice goes up, and that falling intonation is when your voice goes down. Put students in pairs. Remind students to try to sound unsure when they use rising intonation, and sure when they use falling intonation. Tell them to take turns asking the tag questions and answering with their own opinions. Monitor and help.

### 7 Work in pairs. Complete the interview with the words from the box. Practice the conversation with correct speed and pronunciation.

Read the instructions out loud. Put students in pairs. Have a volunteer read the words from the box out loud. Write *and*, *but*, and *or* on the board. Ask: *Do you remember these words? What are they called?* (connectors) Elicit how each of them is used. Write the tag questions on the board. Ask: *Which goes after an affirmative statement? Which goes after a negative statement?* Elicit the answers. Tell students to do the exercise. Monitor and help. Let students compare answers with another pair. Have volunteers read the complete conversation out loud for the class.

Next, tell students to practice the conversation with their partner. Encourage them to pay attention to speed and pronunciation. Suggest that students add more questions and answers to the interview. Model this step with a volunteer. Tell the volunteer to ask you a question about a leisure activity, for example, *Do you like listening to music?* Answer the question with your own preferences, for example, *Yes, I do. I love (classical) music, but I don't like (pop) music.* Monitor and help. Have volunteers perform their modified conversation for the class.

Draw a table on the board with the headings *Well Done*, *Good*, and *Nice Try*. Put students in groups of two pairs each. Explain that students will perform their conversation for the other pair and then evaluate

their classmates' and their own performance using the table. Tell students to copy the table in their notebooks. Encourage students to show respect during the performance. Monitor and help.

**Answers:** 1 and 2 but 3 don't you? 4 or 5 do you?

### Activity

You can use Poster Unit 3 from the Class CD for further practice. Point to the pictures and have students name the leisure activities. Choose an activity and ask: *Do you like (swimming)?* Elicit answers. Play a game. Throw a sweater to a random student and have him / her ask a question with the same structure with the picture you point at. The student will throw the sweater to a student nearby for him / her to answer. Repeat until you finish with all the pictures.

**8** Work in pairs. Think of a situation that it is familiar to you. Use Exercise 7 to write a similar conversation with information that is true for you in your notebook.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud. Explain that they are going to write a conversation like the one in Exercise 7, but with their own preferences. Put students in pairs. Tell them to share some likes and dislikes. Encourage them to use activities that they both feel the same about (e.g. both like, both don't mind, both hate) so that the conversation is true for both partners. Monitor and help as students discuss and then write their conversation. When they finish, have volunteers perform their conversations for the class.

**Answers:** Answers may vary.

### STEP 3

**9** Work in groups. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 3 of their Final Product. Put students in their Final Product groups. Have students follow the instructions. Explain that they are going to write a conversation like the one they wrote in Exercise 8, but using their questions from STEP 2. Encourage students to read the questions they wrote in

Lesson 2 and answer them according to their own preferences. If the partners do not feel the same way about all of the activities, suggest that they use the most common preferences in their group as the answers in their conversation. Encourage students to add some tag questions and their answers to their conversation. Monitor and help. When students finish, tell them to write their conversation on page 55. Then tell them to practice their conversation. Clarify that they should practice it more than once, with different partners playing different roles. Monitor. Have students read the question in the Now I Can feature and discuss their answers in groups.

### Reflect

**10** Work in groups. Compare the conversation you wrote in Exercise 8. Discuss the questions.

Direct student's attention to Exercise 9. Then read the instruction out loud and ask volunteers to read the questions out loud. Put students in groups. Tell them to discuss the questions. Monitor. Encourage students to participate and share their answers. Once they finish answering the questions, elicit answers as a group to provide them with the opportunity to reflect on their learning.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 56.

Next class: Class CD.

Express compliments, likes, and dislikes in a conversation.





- Use non-verbal language to reinforce what is being said.
- Use expressions to make time to articulate spontaneous answers (e.g. *hmm*, that is an interesting question, etc.).
- Self-regulate strengths and needs.
- Recognize appropriate moments to interrupt interlocutors.
- Practice and follow rhythm, speed, and pronunciation.

### CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Divide the class into two groups. Explain that you will say statements, and volunteers from each group have to take turns to go to the front of the class and write the correct tag for each sentence (e.g. *You love eating hamburgers, don't you?*). If the tag question they write is correct, the group gets a point. After eight turns, the group with the most points wins.

## Activate

### 1 Look at the pictures. Discuss situations in which you use similar expressions.

Ask students to open their Student's Books to page 51. Hold up your Student's Book, open it to page 51, and point to the first image. Ask: *How does the boy feel?* (relieved) *How do you know?* (his body language) Follow the same procedure for the other images.

Read the instructions out loud. Draw students' attention to the words. Ask: *What are these words called?* (interjections) *What do we use them for?* (to express strong feelings, to interrupt, or to make pauses) Guide students to notice that *phew* expresses relief, *uh-uh* expresses disagreement, *oops!* shows that there has been a mistake or something went wrong, and that *uhh ...* expresses that someone is thinking or hesitating. Put students in pairs. Tell them to look at the images and say when they use similar words and body language. Monitor. Let them compare their answers with another pair. Elicit answers. To help students with pronunciation, hold up your Student's Book, point to each image, and make the sound of the interjection.

**Answers:** Answers may vary.

- Make and respond questions to solve doubts.
- Adjust questions and answers depending on the interlocutor's reactions.
- Take roles as interviewer and interviewee, with and without the help of a script.
- Express points of view in favor and against.
- Compose sentences that include *like* (e.g. *I like ...*) to express likes and dislikes.

Read the information in the Skills box out loud. Ask: *Do you need to speak English to understand the pictures in Exercise 1?* Tell students that English and Spanish speakers use the same body language for these expressions.



### Interlocutor's role

Not all body language is the same in all cultures. For example, in most places, nodding your head up and down means agreement. However, in Greece and Bulgaria it means disagreement. Hand gestures also mean different things in different countries. For example, in Mexico, when people touch their thumb to their forefinger and raise their other fingers, it means excellent. In the US it means something similar: OK. However, in Japan it means money, and in France it means zero.

**Source:** Axtell, Roger E. *Gestures: The Do's and Taboos of Body Language Around the World*. New York: Wiley, 1998.

## Identify

### 2 Work in pairs. Look at the pictures in Exercise 1 again and go to the Glossary on page 57 to find more expressions.

Ask a volunteer to read the instructions out loud. Put students in pairs. Hold up your Student's Book and point to the pictures in Exercise 1. Ask: *Do you ever use body language like this? What do you say?* Tell students to say the version of each interjection in their mother tongue (*¡uf!*, *ay no*, *¡ups!*, and *mmm*). Ask them to also go to the Glossary on page 57 and find other examples. Monitor. Elicit answers and write them on the board.

**Answers:** No way!, Oh, no!, Sure!, You bet!

**3 Read to the conversation and answer T (True) or F (False).**

Read the instructions out loud. Explain that students are going to read a conversation between two classmates, Harry and Laura. Ask volunteers to read the sentences out loud. Then tell students to read the conversation individually and do the exercise. Refer students to the Glossary on page 57 to clarify the meaning of words. Monitor. When they finish, let students compare their answers with a classmate. Tell them to correct and rewrite the false sentences. Elicit the answers.

**Answers:** 1 F 2 T 3 T 4 F

**4 Listen to the conversation and circle the interjections. Listen to check how the interjections sound.**

Read the instructions out loud. Explain that students are going to read the conversation that they listened to. Tell students to circle the interjection as they read. Monitor. Elicit answers. Explain that you are going to play the Class CD for students to hear how the interjections they circled sound. Play the Class CD. Ask volunteers to say the interjections for the class.

**Answers:** Uhh ..., Uh-uh, Wow!, Uh-uh, Oops

**5 Work in pairs. Practice the conversation in Exercise 4 with correct rhythm, speed, and pronunciation.**

Read the instructions out loud. Put students in pairs. Explain that they are going to role play the conversation from Exercise 3. Tell students to pay attention to their rhythm, speed, and pronunciation. In order for students to self-regulate strengths and needs, ask: *Is it easy for you to identify and reproduce the correct pronunciation? What is the most difficult and easiest thing for you to do?* Give them time to reflect and set pronunciation goals.

Tell students to role play the conversation.

Encourage students to rehearse the phrases that require more emphasis when spoken, so they can make any necessary corrections. Monitor and help. Ask if students achieved their pronunciation goals. Have volunteers share their results with the class.

**Answers:** Answers may vary.

Next class: Class CD.

**CLASS 2**

**Materials:** Class CD.

**Warmer:** Greet your students. Elicit as many interjections in English as possible and write them on the board.

**Figure out****6 Listen to the second part of the conversation and answer the questions. Listen again to check your answers.**

Ask: *Do you remember the conversation from last class? What was it about?* Elicit their answers. Ask students to open their Student's Books to page 52. Read the instructions out loud. Explain that you will play the second part of the conversation between Harry and Laura for students to answer some questions. Have different volunteers read the questions out loud. Play the Class CD. Let students compare their answers with a classmate. Play the Class CD again for students to check their answers. Elicit the answers.

**Answers:** 1 Write the questions to ask. 2 It helps you organize your ideas. 3 share their findings with the class / make a presentation 4 ask for clarification 5 Yes, it is. 6 Harry uses it.

Read the information in the Skills box out loud. Ask: *Why is this a good idea?* Guide students to notice that long silences during conversations are uncomfortable.

**Practice****7 Read the conversation and write the steps to prepare an interview.**

Read the instructions out loud. Tell students that they will read the second part of the conversation they listened to in the previous class. Have volunteers read the conversation out loud. Tell students to underline the steps to prepare an interview and rewrite them in their notebooks. Monitor and help. Elicit the answers.

**Answers:** Step 1: First write the questions to ask. Step 2: Then draw a diagram of how you want to do the survey. Step 3: Next interview people.

**Optional Exercise**

Put students in pairs. Explain that they are going to practice the conversation in Exercise 7. Tell them to choose roles. Encourage them to pause in the correct places and use appropriate intonation. Monitor and help. When students finish, tell them to switch roles. Monitor. Explain that students are going to practice the conversation again, but this time without interjections. When they finish, ask: *Is the conversation different without the interjections? Which time was more interesting?* Elicit answers.

**Time:** 5–10 minutes

**8** Use the diagram to complete the conversation.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Put students in small groups. Read the instructions out loud. Hold up your Students Book and open it to page 53. Ask students to look at the diagram. Ask: *What is the purpose of the diagram?* (to carry out a survey and organize questions and anticipated answers) Role play a survey from the diagram with a volunteer. Make sure to follow the order of questions and answers (e.g. B: I prefer reading. A: Do you like poems? A: Yes, I do. B: What poems do you like?). If necessary, point at the questions and answers as you model. Explain that the conversation is missing information from the survey. Tell students to follow the diagram to do the exercise. Monitor and help. Let students compare their answers with a classmate. Elicit answers.

**Answers:** 1 watching TV 2 like comic shows 3 I don't 4 shows do you like.

**STEP 4****9** Work in groups. Follow the instructions.

Explain to students that this is STEP 4 of their Final Product. Put students in their Final Product groups. Explain that students are going to prepare to interview their other classmates. Have them follow the instructions. Encourage them to use the diagram on Exercise 8 to help them plan and organize their interview. Monitor and help. Encourage students to use English. Ask students to write notes in the space provided on page 55. After they finish preparing have them interview different classmates about their likes and dislike. Encourage them to use the interjections

and facial expressions they learned from exercise. Monitor and help. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Activity Resource**

You can use Poster Unit 3 from the Class CD for further practice. Show the poster and elicit the names of the activities. Encourage volunteers to choose activities from the poster to write and role play a conversation similar to the one in Exercise 9 as a class.

**Reflect****10** Work in groups. Discuss the questions.

Direct student's attention to Exercise 9. Then read the instruction out loud and ask volunteers to read the questions: 1 *What strategies did you use to write the conversation?*, 2 *Did you think using diagrams is a useful strategy to plan and organize your ideas to write a conversation?* Make sure they understand both questions, and if they don't, help them deduct the meaning from the context. Encourage students to participate and share their answers. Once they finish answering the questions, elicit answers as a group.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 56.

**Next class:** Class CD, colored pencils.

Express compliments, likes, and dislikes in a conversations.

# Conversation about Likes and Dislikes

## CLASS 1

**Materials:** Class CD, colored pencils.

### STEP-1

**1 Write a list of leisure activities. Be sure to include activities you like and dislike.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Greet your students. Put them in their Final Product groups. Remind students that their Final Product is a conversation about likes and dislikes. Tell students to open their Student's Books to page 54. Read the instructions for STEP 1 out loud. Prompt students to look at the list of leisure activities that they made in Lesson 1. Ask students: *Do you know more leisure activities now? Are there any activities that you should add to your list?* Tell students to complete their lists with all the activities they learned throughout the unit. Encourage them to add if they like, don't mind, or dislike each activity. Monitor. Let students compare their lists with a classmate and share their likes and dislikes. Elicit all the activities that students learned and write them on the board.

### STEP-2

**2 Work in pairs. Write questions to interview your partners about their preferences.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions for STEP 2 out loud. Explain that, in STEP 3, students are going to use the questions from STEP 2 to interview their classmates. Tell students to read the questions they wrote in Lesson 2. Ask students: *Do you think your list of questions is complete? What other information do you want to know about your classmates? What other questions do you think you should include?* Give students a few minutes to evaluate their questions and write new questions as necessary. Remind students that they can use the questions in Exercise 5 on page 46 as a model. Monitor and help. When they finish, put students in pairs. Tell them to present their questions and provide each other with respectful feedback. Suggest that they check for

grammar, spelling, and punctuation errors. Have volunteers share their questions with the class.

### STEP-3

**3 Write a conversation to express likes and dislikes.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud. Tell students to review the conversation they wrote in Lesson 3. Give students a few minutes to update their conversation with any new question from STEP 2. If they do not have any tag questions, encourage students to add some to their conversation. Monitor and help.

### STEP-4

**4 Write notes to prepare an interview. Interview your classmates.**

Read the instructions for STEP 4 out loud. Explain that students are going to use their diagrams to interview their classmates about likes and dislikes. Refer students to the diagrams they made in Lesson 4.

Read the instructions for STEP 3 out loud. Explain that students are going to use the questions from STEP 2 to interview their classmates about likes and dislikes. Refer students to the diagrams they made in Lesson 4. Ask students: *Do you need to add any information to your diagrams? Do you need to make any corrections?* Give students a few minutes to review the diagrams they made in Lesson 4. Remind students that they can use the diagram in Exercise 8 on page 53 as a model to prepare their interview. Suggest that they check for clarity of the questions and answer choices. Then encourage them to check for grammar, spelling, and punctuation errors. Allow students to make notes in the space provided. Monitor and help.

Explain that it is time for students to interview their classmates about likes and dislikes. Put students in pairs. Tell them to ask each other the questions they prepared. Remind them to write down their partner's answers. Monitor and help. Allow students to adjust their questions and answers if they encounter any problems (e.g. a question has more possible answers than the student thought). Then tell students to go around the classroom and have a conversation with

## Student's Book pages

54-55

other classmates using their diagrams. Encourage them to choose classmates they do not know very well.

Monitor.

✔ **Next class:** Remind students to bring their interview results.

### CLASS 2

**Materials:** interview results.

**Warmer:** Greet your students. Tell students to open their Student's Book to page 54. Put students in groups. Ask them to share the likes and dislikes they wrote about in STEP 1. Monitor and help. Have volunteers share their likes and dislikes with the class.

### STEP 5 Further practice

**5** As a class, share things you learned about other classmates that you think are surprising. Remember to show respect for each other's preferences. Then share what you learned with other classmates you know better now after the interviews.

Read the instructions for STEP 5 out loud. Tell students to take out their interview results from STEP 4. Ask: *Are your classmates' results similar or different? Do they prefer the same things or different things?* Give students a few minutes to analyze their interview results and answer the questions. Monitor and help. When students are done, ask volunteers to share their answers with the class. Draw a table on the board with the headings *Activity*, *Like*, and *Dislike*. Elicit the different activities that students talked about with their classmates and write them on the board in the *Activity* column. Have a class vote. Point to each activity and ask: *Do you like this activity? Do you dislike this activity?* Have students raise their hands according to their likes and dislikes. Count the number of hands and write them on the board in the appropriate columns. Have a volunteer say the most popular and unpopular activities in the class. Ask students: *What did you learn that surprised you? Elicit answers* from the class. Encourage students to be respectful of their classmates' likes and dislikes. Put students in groups. Tell them to share what they learned about the classmates they interviewed. Monitor. After a few minutes, ask: *Do you know your classmates*

*better now than you did before your conversations?* Have volunteers share their answers with the class.

### STEP 6

**6** Discuss in groups.

Explain that it is time for students to reflect on what they learned during the Final product. Have volunteers read the questions for STEP 6 on page 55 out loud. Tell students to discuss the questions in their groups from STEP 5. Set a time limit of 10 minutes for students to discuss. Monitor. After students discuss, ask groups to share their reflections with the class. If necessary, guide students to mention the different strategies to express likes and dislikes that they learned in the unit (e.g. using different words to express degrees of like and dislike, asking and answering questions using the verb *to do*, using tag questions, using interjections, etc.). Sum up by saying that graphic organizers help students plan interviews and record their answers.

Title What Teenagers Do Around the World

Type of text Informative

Fact  
File

### Summary

Besides being busy at school, teenagers around the world do different activities with their free time. This text explores the lives of teenagers from Ireland and Canada, providing readers with statistics and percentages for the different activities they do outside the classroom. The activities go from watching television, playing video games, using social media, texting friends, listening to music, reading, or practicing a sport.

After reading this chapter, students will learn about the importance of practicing leisure activities, because no matter where you are from, or which activity is the most popular in your country or your favorite one, it is crucial for your health to participate in leisure activities and this text explains why.

## First Reading

Greet students and put them in pairs. Ask students to open their Readers to page 32. Read the title and the pre-reading questions out loud. Tell students to discuss and answer the questions. Put students in groups. Have them take turns sharing their answers with their partners. Then have students read the chapter individually. Encourage them to use the Glossary on page 45. When students finish reading, ask volunteers to summarize the chapter as a class.

Ask students to open their Readers to page 43. Read the instructions for Exercise 1 out loud. Ask students to try to predict if the sentences are true or false. Monitor. Tell students to read the chapter individually and underline the evidence for their answers in the chapter. Monitor. Let students compare answers with a classmate. Elicit answers. Tell students to correct the false sentences in their notebooks.

Read the instructions for Exercise 2 out loud. Ask volunteers to read the questions out loud. Have students scan the chapter to find the answers to the questions. Elicit answers.

## Second Reading

Greet your students. Elicit what they remember about the chapter. Explain that they are going to play *Memory Squares*. Choose four topics from the text such as screen time, music, reading, and sports. Take a large piece of paper and divide it into four squares. Write one of the topics in each of the squares to model. Ask students to do the same. Then ask them to work in groups of four

and place the sheet of paper in the center of the group. They have them look at the topic they have in front of them and write as many ideas as possible related to that topic. Give them a time limit per square and when the time's up, they have to rotate the paper. When they finish with the four squares, give them another round to read what they wrote and add more ideas. Then have them share their piece of paper with other groups.

Read the instructions for Exercise 3 on page 44 out loud. Ask volunteers to read the sentences and the questions out loud. Tell students to skim the text in order to find the answers. Suggest that they underline the evidence for their answers.

Read the instructions for Exercise 4 out loud and make sure students know what to do. Help students complete the table in groups of four. When they finish completing it, encourage them to conclude the benefits of practicing leisure activities in their groups. Then check answers as a class.

1 1 F 2 T 3 T 4 T 5 T 6 F

2 1 Because participating in different leisure activities plays a crucial role in young peoples' self-esteem, identity, and social and emotional development.

3 Watching television, listening to music, reading, and sports. 4 Reading 5 Sport

3 Answers may vary.

4 Answers may vary.

# Self-assessment

## Lessons

**1** Go back to page 44, Exercise 10 and share with a partner two activities you have in common and two activities you don't share.

Greet your students. Explain that today they will self-assess their learning during the unit. Tell students to open their Student's Books to page 56. Read the instructions out loud. Ask students to turn to page 44 in their Student's Book and read the instructions for Exercise 10 individually. Put students in pairs. Tell them to make a list of ten leisure activities. Explain that they have to say if they like or dislike the activities. Clarify that when students have a list of at least two activities they both like and two activities that one partner likes but the other dislikes, they can stop. Monitor and help. After a few minutes, ask: *Do you know about more activities now than at the beginning of the unit? Which ones?* Have volunteers share their answers with the class.

**2** Go back to page 47, Exercise 10 and share with the class what strategies you learned to understand general sense and main ideas of conversations.

Read the instructions on page 56 out loud. Tell students to turn to page 47 and read the instructions for Exercise 10 individually. Put students in pairs. Tell them to make a list with the strategies they learned to understand the general sense and main ideas of conversations (e.g. listening for phrases to open and close conversation, asking and answering questions about the conversation, etc.). Set a time limit of five minutes. Monitor. Elicit the strategies that students learned.

**3** Go back to page 50, Exercise 10 and share why it is important to use correct intonation when you are talking.

Read the instructions on page 56 out loud. Tell students to turn to page 50 and read the instructions for Exercise 10 individually. Put students in groups. Tell them to reflect on what they learned in Lesson 3 and discuss why it is important to use correct intonation when they talk. Monitor and help. Encourage students to use English. Have volunteers share their reflections with the class. If necessary, guide students to mention that the intonation a speaker uses gives the listener information about the speaker's attitude.

**4** Go back to page 53, Exercise 10 and discuss if using diagrams is a helpful strategy you can use to express other ideas in conversations.

Read the instructions on page 56 out loud. Tell students to turn to page 53 and read the instructions and questions for Exercise 10 individually. Ask: *What other ideas can you use diagrams to express?* Put students in groups. Tell them to discuss the question. Monitor. Elicit answers. Sum up by saying that students can use diagrams to plan interviews about any topic.

## Final Product

**5** Use your answers to STEP 6 on page 55 to write a summary about your development.

Prompt students to turn to page 55 and read the instructions for STEP 6 of the Final Product individually. Tell them to read the questions and review what they discussed. Ask students to turn back to page 56. Explain to students that, individually, they are going to write a summary using the information they discussed in STEP 6. Model the activity. Write on the board the possible beginning to their paragraph: *I found ... useful because ... The strategies that were most useful for me are ... because ... I think that now I am able to express compliments, likes, and dislikes because ...* Tell students to write and then edit their summary.

## Conclusion

**6** Write down two things you need to improve and plan when and how you will work on them.

Explain to students that, individually, they are going to write two skills they consider they have to improve (e.g. I sometimes forget to use up or down intonation with tag questions). Clarify that they can write about any skills they learned or practiced in the unit. Then tell students to write how they can improve and practice the skills (e.g. I will try to always make my voice go up or down when asking a tag question). Monitor and help. Put students in small groups. Tell them to take turns to share their answers with their partners. Monitor and help. Have some volunteers share their plans to improve with the class.

# Evaluation Instrument

## Evaluation Rubric

Rubrics are scoring tools used to grade the quality of each criterion in a more precise way. If shared with students, they can help them understand the assessment of their performance.

### Instructions:

- 1 Determine and list the criteria to be graded and write them in the first column.
- 2 Describe in detail and write the first quality assessment for each criterion, starting with the "Excellent."
- 3 Discuss the results with your students.

	Excellent	Good	Needs Improvement

### Notes:

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# Unit 4

**Social Learning Environment:**

Recreational and Literary

**Communicative Activity:**

Literary expression.

**Social Practice of the Language:** Read

classic tales.

**Final Product:** Big Book.

Lesson	Activities	Pages
Explore	<i>Provide your students with a variety of opportunities for them to be able to:</i>	59-61
	<ul style="list-style-type: none"> <li>• Activate previous knowledge about narration elements.</li> <li>• Recognize textual and graphic organization.</li> <li>• Identify author(s).</li> <li>• Recognize topic, purpose, and intended audience.</li> <li>• Agree on selection criteria with others.</li> </ul>	
Learn	<i>Show your students various models for them to understand how to:</i>	62-64
	<ul style="list-style-type: none"> <li>• Anticipate content based on graphic and textual components.</li> <li>• Determine number and order of key elements.</li> <li>• Consider differences between British and American spellings (-our / -or, -re / -er, etc.).</li> <li>• Classify sounds represented by different letters: uncommon clusters of letters which are absent in their mother tongue (ee, gh, etc.).</li> <li>• Use different comprehension strategies (e.g. adjust speed of reading, self-questioning, etc.).</li> <li>• Recognize general sense of the text and locate key events.</li> </ul>	
Apply	<i>Make explicit to your students strategies and resources that allow them to:</i>	65-67
	<ul style="list-style-type: none"> <li>• Contribute with observations and points of view.</li> <li>• Promote respecting others' opinions.</li> <li>• Express personal reactions and opinions about events.</li> <li>• Make questions to locate specific information (e.g. How often ...? Who was the first ...? When did she ...?).</li> <li>• Express in progress and past actions (e.g. They watched ... They were ... watching ..., They had not / hadn't been ... watching, watched ..., etc.)</li> <li>• Narrate events based on illustrations.</li> </ul>	
Create	<i>Give your students a variety of proposals and involve them in activities for them to be able to:</i>	68-70
	<ul style="list-style-type: none"> <li>• Remember and use repertoires of words and expressions.</li> <li>• Sequence events.</li> <li>• Rewrite sentences and key events.</li> </ul>	



- Propose realistic learning goals.
- Recognize textual and graphic organization.
- Activate previous knowledge about narration elements.

## CLASS 1

**Materials:** Class CD

**Warmer:** Greet your students. Ask: *What is a narrative text?* (It is a text that tells a story) Elicit some popular narrative texts. Write them on the board. Ask students to open their Student's Books to page 58. Draw students' attention to the picture. Elicit a description of it. Encourage them to mention who are in the picture, what they are doing, and how they are feeling. Read the activation question out loud. Put students in small groups. Tell them to discuss the questions. Monitor as they perform the task. Encourage them to use English. Have volunteers share their answers with the class. Remind students that they can borrow books from the classroom book collection and the school library at any time.

## Activate

**1 Work in pairs. Look at the texts and discuss the question.**

Ask: *Would you like to improve your reading skills?* Elicit answers. To propose realistic learning goals, explain that in this unit students will explore some reading strategies to improve their reading skills. Clarify that, students will learn to distinguish between narrative and informative texts. Ask: *Do you remember what a narrative text is?* (a text that tells a story) *What is an informative text?* (a text that provides information) Hold up your Student's Book to page 59 and point to the first text. Ask: *What animals can you see?* (turtle, rabbit) *What type of text is this?* (a narrative children's book) Have a volunteer read the heading out loud. Point to the second text. Ask: *What animal can you see?* (turtle) *What type of text is this?* (an informative text) Have a volunteer read the paragraph out loud. Guide students to notice that even though both texts are about a turtle, they are very different. Read the instructions out loud. Put students in pairs. Write the following words on the board: text organization, pictures, typography, register. To activate prior knowledge about narration elements, ask: How are these words related to reading? Guide students to notice that they help students get the main

- Identify author(s).
- Recognize topic, purpose and intended audience.
- Agree on selection criteria with others.

idea and determine intended audience. Tell students to use the words on the board to help them identify the differences between the two texts. Ask them to discuss the differences between the texts with their partner. Encourage them to use English. Monitor. Have volunteers share their observations with the class. Do not erase the writings on the board yet.

**Answers:** Answers may vary.

## Identify

**2 Look at texts a and b and answer T (True) or F (False) on page 60.**

Have volunteers read the instructions out loud. Give students a couple of minutes to analyze the two texts individually. To activate previous knowledge, ask: *What kind of text is text a?* *What kind of text is text b?* Guide students to mention that text a is a story (narrative) and text b is a scientific text (informative). Put them in pairs. Ask them to analyze the two texts considering graphic components and textual organization. Tell students that they can use the concepts on the board to help them. Ask students: *What other graphic components can we use to analyze the text?* (e.g. number of columns, headings) *What other textual components can we use to analyze the text?* (e.g. author, title) Elicit answers and add relevant concepts to the board. Let students analyze for two or three minutes. Monitor and help. Have volunteers share their answers with the class. To identify the author, ask: *Who is the author of text a?* (Aesop, adaptation by Charles Chevalier) *Who is the author of text b?* (Angelina Merk) To recognize graphic and textual organization, ask: *How is the scientific text organized?* (in two columns) *How is the narrative organized?* (in one column) *What do you think the pictures are for?* (in the story, to illustrate the key events; in the scientific text, to provide visual examples of the topic of the text). Have volunteers to take turns to read the texts out loud for the class. Suggest students to underline unknown words but tell them not to stop to look for the meaning yet, they will do it at the end of the reading. At the end of the reading, refer students to the Glossary on page 74. Read the instructions out loud. Tell students to individually answer T (True) or F (false)

to the sentences. Have a volunteer read the sentences out loud. Suggest underlining the evidence to their answers in the text. Let students compare their answers with a partner. Have volunteers share their answers with the class. Encourage them to make the False sentences into True ones. Ask students: *Have you read The Hare and The Tortoise? Did you know those facts about Hares?* Elicit students' answers.

**Answers:** 1 T 2 T 3 F 4 F 5 T 6 T

**3 Answer the questions. Share your answers with a classmate.**

Read the instruction out loud. Have volunteers paraphrase the two texts in Exercise 2. Explain to students that based on what they read in Exercise 2, they are going to answer the questions. Have a volunteer read the questions out loud. Tell them to answer the questions so they can recognize textual and graphic organization. Monitor as the students perform the task individually. Then have them work in pairs. Tell students to compare their answers with a partner. Encourage them to mention the differences between the kinds of pictures, distribution of the text, and the narrative elements like characters. Encourage them to mention the evidence for their answers. Monitor and help. Have a class discussion to check answers.

**Answers:** 1 yes 2 text a: Aesop, adaptation by Charles Chevalier, text b: Angelina Merk 3 No. (text a has one picture, and text b has two pictures.) 4 No. (text a has an illustration, and text b has photographs.) 5 No. (the purpose of text a is to entertain, and the purpose of text b is to explain a scientific fact.)

**CLASS 2**

**Materials:** Narrative and informative texts.

**Warmer:** Greet your students. Write the following animal names across the top of the board: *cow, zebra, dog, hamster, leopard, giraffe, cat, lion, elephant, pig, and hippopotamus*. Draw a line to divide the board into two sections. Write the headings *Domestic* and *Wild*. Ask students to classify the animals into the two categories. Elicit why the animals in the *Wild* section are not usually kept at home and vice versa. Have volunteers write the words on the board and share their observations.

**Figure out**

**4 Read the texts in Exercise 2 again and circle the correct answer. Share your answers with a classmate.**

Ask: *Do you remember the story "The Hare and the Tortoise"? Do you remember the scientific magazine article "The 'Real' Hare and Tortoise"?* Ask students to say what they remember about each text. Encourage them to use English. Ask them to open their Student's Books to page 60. Read the instructions out loud. Have volunteers read the sentences and the options out loud. Tell students to try to predict the answers with what they remember from the previous class. Elicit some predictions. For students to check their predictions, prompt different volunteers to read the texts out loud. Tell students to do the exercise for them to identify the purpose and intended audience of the texts. Encourage them to go back to the texts to check their answers. Monitor and help. Let them share their answers with a classmate. Have volunteers read the answers out loud. When checking the answer to Question 1, explain that the answer is *b* because, even though anyone can enjoy fables and stories, the adaptor's version is meant for children.

**Answers:** 1 b 2 b 3 b 4 a

Read the information in the Skills box out loud. Ask students: *How does the organization of a text help you know if it is narrative or informative?* Guide students to mention that narrative and informative texts look different.



**Practice**

**5 Work in pairs. Use texts a and b from Exercise 2 to complete the table. Compare the literary text with the informative one.**

Draw the table on the board. Tell students to individually complete the table using the information they discussed previously in Exercises 2 and 4. Model the activity. Draw students' attention to the first column. Read it out loud. Elicit the name of both topics. Write them in the table on the board. Tell students to complete the table. Monitor and help. Put students in pairs. Let students compare their tables with a partner. Have different volunteers go to the board to complete the table.

**Answers: Text a:** Topic: narrative; Author: Aesop adapted by Charles Chevalier, Purpose: to entertain, Graphics: one illustration, Intended audience: children. **Text b:** Topic: informative, Author: Angelina Merk, Purpose: to inform, Graphics: two photographs, Intended audience: general public.

Read the information in the Skills box out loud.

Put students in pairs. Tell them to share and discuss their own experience when reading narrative texts. Ask them to think about the narrative and informative texts in Exercise 2. Encourage students to mention what they are about and the elements they recall from each one. Monitor and help. Have students share their answers with the class.



You can use Poster Unit 4 from the Class CD for further practice identifying graphic components in narrative texts. Draw students' attention to the first set of images in the poster. Ask them: *Would you find illustrations like these in an informative, scientific text?* (no) *Where would you find illustrations like these?* (story books for children) *Do you know this story?* Elicit answers. Next, point to the second set of pictures. Ask students: *Do you know this story? What kind of texts include stories like this?* (story books for children) Elicit answers. Ask: *How do you know that these pictures are for narrative texts?* Guide students to notice that the purpose of pictures in narrative and informative texts is different. Explain that pictures in narrative texts help to tell the story, while pictures in informative texts illustrate isolated concepts from the text. Explain that both sets of pictures in the poster tell a story in a sequence, so we know they are from narrative texts.

## STEP 1

**6 Work in groups. Follow the instructions.** You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 1 of the Final Product.

Read the instructions out loud. Put students in small groups. Direct students to the classroom book collection or take them to the school library. Tell them they will have to select one or two narrative texts. Remind them of the texts about the hare and the

tortoise they revised at the beginning of this lesson. Have them read the questions and their answers to Exercise 3 and tell them to look at the graphic elements to locate narrative texts quickly (number of pictures and type of pictures). Once they have selected their texts, ask students to read them. Refer them to Exercise 3 and ask them to answer the same questions for the texts they chose and verify it is a narrative text. Instruct them to consider what the text is about, how it is organized, if it has pictures and how they work, and if it is fiction or non-fiction. Monitor and help. Encourage volunteers to come to the front to show their book selections to the class. Draw students' attention to the table on page 71, STEP 1. Read the headings out loud and clarify any questions students may have. Tell students to copy the table in their notebook and complete it individually using the information from the book they chose and then compare the tables with their small group. Monitor and provide help. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

## Reflect

**7 Work in pairs. Show your classmate the texts you chose and explain the criteria you used to choose them.**

Read the instruction out loud. Put students in pairs. Tell students to take turns to show their partner the text they chose and they are going to explain the reasons why they chose it. Encourage students to mention if they feel they can now use the textual and graphic characteristics of a text to distinguish if it is narrative or informative. Tell them to share their views. Monitor and promote respect. Before students leave, make sure they return the books to their proper place.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 73.

Next class: Class CD.

Select and revise classic tales

- Anticipate content based on graphic and textual components.
- Recognize textual and graphic organization.
- Value reading as a leisure activity.
- Determine number and order of key elements.
- Sequence events.
- Consider differences between British and American spellings (*-our / -or, -re / -er*, etc.).

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. To activate previous knowledge, write on the board the heading Mexican gods. Put students in small groups. Tell students to talk about some Mexican gods they know. Ask them *What's the name of the gods you know? Which civilization he / she belonged to? What do you know about him / her?* Encourage students to use English but if necessary, let them use their mother tongue. Monitor and promote respect. Have volunteers share their answers with the class. You can write down relevant information on the board.

## Activate

### 1 Work in pairs. Discuss the questions.

Ask students *What is a legend?* (a nonhistorical or unverifiable story handed down by tradition from earlier times and popularly accepted as historical). Elicit students' answers. Encourage them to use English. Tell students to open their books to page 62. Read the instruction out loud. Tell students to discuss their answers to the questions with their partner. Monitor and help. Have volunteers share their answers with the class.

**Answers:** Answers may vary.

## Identify

### 2 Work in pairs. Scan the text and discuss the questions.

Write on the board the title: *Tlaloc the Rain God*. Tell students to close their books momentarily. Say *I lover a cántaros*. Hold up your book to page 62. Point to the pictures. Ask students: *What do you think the*

- Classify sounds represented by different letters: uncommon clusters of letters which are absent in their mother tongue (*ee, gh*, etc.).
- Use different comprehension strategies (e.g. adjust speed of reading, self-questioning, etc.).
- Recognize general sense of the text and locate key events.

*relationship between the phrase and the pictures is?* Elicit students' predictions. Tell students to open their books again to page 62. Tell students to skim the text in order to get the main idea of the text and to compare their predictions to what it actually states. Have volunteers share their answers with the class. Read the instruction out loud. Have different volunteers read the text out loud for the class. Correct pronunciation if necessary. Elicit a spoken summary of the text. Refer students to the Glossary on page 74 to clarify the meaning of words. Put students in pairs. Tell them to answer the questions and compare their answers. Monitor as the students perform the task and promote respect. Have volunteers share their answers to the class. To reflect on reading as a leisure activity, ask students which part of the story they liked.

**Answers:** 1 Tlaloc 2 High up in the clouds 3 It had beautiful gardens and many large clay pots full of water. 4 Tlaloques.

Read the information in the Skills box out loud. Elicit the Spanish version of *Once upon a time* (*Érase una vez*). Ask students if they have read a story that starts with *Once upon a time*. Explain that many classic tales begin with this phrase.




### 3 Read the text in Exercise 2 again, and answer T (True) or F (False).

Ask students: *Why do you think people believe in legends? Do you believe in legends? Why/Why not?* Elicit students' answers. Read the instruction out loud. Tell students to do the exercise individually. Have a volunteer read the sentences out loud. Encourage students to reread the text. Suggest to underline the evidence to their answers in the text. Model the activity if necessary. Read sentence 1 out loud. Elicit the possible answer. Tell students to go back to the text in Exercise 2. Look for the evidence to their answer and

underline it. Monitor as the students perform the task. Let students compare their answers with a partner. Have volunteers share their answers to the class. Encourage them to make the false sentences into true ones.

**Answers:** 1 F (He had a many large clay pots) 2 T 3 F (Tlaloes break the clay pots with wooden sticks) 4 F (People on Earth heard loud thunder) 5 F (the flying pieces made lightning) 6 T 7 T

## Figure out

**4**  Listen to the pronunciation of the underlined combination of letters and match the pronunciation rules. Then practice saying each word out loud. Tell students to close their books momentarily. Ask them to take out a piece of paper. Tell students that you are going to dictate three words. Dictate the words *sleep*, *day*, and *plain*. Tell students that they are going to check the spelling of the words. Encourage them to use a colored pen to make any necessary correction. Elicit one by one the words from the dictation. Write them on the board. Tell students to make any necessary correction. Explain to students that you will play the class CD for them to listen to the pronunciation of those words. Play the class CD. Draw students' attention to the words on the board. Read each word and elicit the possible rule for each pronunciation. At this point do not explain the rules yet, students may be trying to figure out the rules for pronunciation. Elicit the possible rules for the pronunciation. Write them on the board. Ask students to open their books to page 63 again. Read the instruction out loud. Play the class CD for them to listen and repeat the pronunciation of the words. Tell students to compare the rule they made previously with the one in the book. Make any necessary change. Ask students if the underlined letter clusters exist in their mother tongue. Elicit students' answers. Guide students to realize that they are absent or uncommon in Spanish. Tell students to match the pronunciation rules. Put students in pairs. Tell students to practice saying the words with a partner.

**Answers:** 1 b 2 a

**Next class:** Prepare a list of words that contain the clusters *ee*, *ai*, and *ay* (e.g. *bee*, *say*, *plain*, *sleep*, *day*, *been*, *rain*, *stain*, *play*, *agree*, *volunteer*, *contain*).

## CLASS 2

**Materials:** List of words that contain the clusters *ee*, *ai*, and *ay*.

**Warmer:** Greet your students. Divide the board and the group into two teams. On top of each section on the board write the headings *Team A* and *Team B*. Tell students that a member from each team will go to the front to write a word you will dictate. Model the activity. Have a volunteer from each team go to the front. Dictate the word for students to write on the board. If the students get the word correctly, they get a point for their team. Follow the same procedure for all the words that you prepared. The team that gets more correct points is the winner. Once the game is finished, read the words with the students. Elicit the rule for the clusters which they learned from Exercise 4.

**5 Work in pairs. Find in the story in Exercise 2 the words that have the letter clusters from Exercise 4 and write them down. Read them out loud with the correct pronunciation.**

Ask students to open their Student's Books to page 63. Read the instructions out loud. Draw students' attention to the words on the board. Elicit the letter clusters and underline them in the words on the board. Tell students to go to Exercise 2. Tell students to individually underline the words in the story that contain the letter clusters underlined on the board. Monitor as the students perform the task. Let students compare their answers with a classmate. Write on the board the headings: /i:/, /eI/. Explain that not all words with the same letter clusters are written the same way. Elicit the words and have volunteers write them on the board under the correct heading. Guide students to notice that there are several different ways to write the same sounds in English. Put students in pairs. Ask them to take turns reading the words from the story out loud. Encourage students to help each other with the pronunciation of the words. Monitor and help. Tell them to read the complete story out loud. Remind them to pay special attention to the letter clusters. Promote respect.

**Answers:** day, rain, clay, needed

## Practice

**6** Work in pairs. Use the text from Exercise 2 to number the pictures in the order of events.

Draw students' attention to the pictures on page 64. Ask: *What story are these pictures from?* Point to each picture and elicit a description. Encourage students to mention what is happening in each picture. Explain that each picture depicts a key event in the story. Read the instructions out loud. Guide students to notice that the events from the story are not in order. Have them realize that they are six pictures to describe the story in Exercise 2. Tell students to analyze the events individually. Tell students to try to predict the order of the events. Put students in pairs. Tell students to number the pictures from 1 to 6 to give sequence to the events together with their partner. Monitor and help. Let students go back to Exercise 2 to confirm their answers or to make any necessary change. Have volunteers share their answers out loud.

**Answers:** a 4 b 1 c 5 d 2 e 6 f 3

**7** Work in pairs. Read the story in Exercise 2 again, look at the pictures in Exercise 6 and answer the questions.

Ask students: *Did you know about the legend of Tlaloc? What did you find interesting?* Elicit students' answers. Read the instructions and the questions out loud. Tell students to individually answer the questions first. Suggest that students go back to the story in Exercise 2 and underline the evidence for their answers. Monitor and help. Put students in pairs. Let students compare their answers with their partner. Have volunteers share answers with the class.

**Answers:** 1 High up in clouds 2 Tlaloc 3 6 4 Tlaloc in his palace. 5 People worshipping Tlaloc. 6 Answers may vary.

## STEP 2

**8** Work in pairs. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 2 of the Final Product.

Read the instructions out loud. Put students in pairs. Have them ask each other the questions in Exercise 7 to learn more details about the story they chose. Model an example: *What is the setting of the story? It's a castle in a mountain.* Direct students' attention to STEP 2, page 71, and ask them to look at the graphic organizer. Ask them to copy the organizer in their notebooks, leaving enough space for them to write the information they discussed. Tell them to complete the organizer with their partner. Read one by one the elements they have to find in the story. Encourage them to look for any missing information in the text. Tell students to read the information they wrote in STEP 1. Monitor and help students as necessary. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

**9** Work in groups. Discuss the questions.

Read the instruction out loud. Put students in small groups. Explain to students that they are going to take turns to discuss the questions. Read the first question. Give some time for students to give their answers. Monitor and promote help if necessary. Encourage them to give reasons to their answers. Follow the same procedure for the next questions. Have volunteers share their answers with the class.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 73.

Understand general sense and main ideas.  
Compare variants of pronunciation and writing.



- Contribute with observations and points of view.
- Promote respecting others' opinions.
- Express personal reactions and opinions about events.
- Make questions to locate specific information (e.g. How often ...?, Who was the first ...?, When did she ...?).
- Express in progress and past actions (e.g. They watched ..., They were ... watching ..., They had not / hadn't been ... watching, watched ..., etc.).
- Explain strategies used.
- Monitor own strengths and those of others.
- Narrate events based on illustrations.

### CLASS 1

**Materials:** Class CD, cards with pictures of: a horse, a farmer, a farm.

**Warmer:** Greet your students. Show students the cards and stick them on the board. Elicit the name of each picture. Explain that students are going to read a story related to the pictures. Put students in small groups. Tell them to discuss where they think the story takes place and who the characters are. Monitor. Encourage students to show respect.


### Activate

**1** Work in pairs. Share a situation when you had back luck.

Ask students to open their Student's Books to page 65. Read the instructions out loud. Ask students if they know what luck is. Elicit answers. Explain that luck is an influence that seems to make things happen to people for no particular reason. Provide an example of bad luck (e.g. getting sick before a party). Ask: *Have you experienced bad luck? What happened?* Put students in pairs. Have them discuss the questions. Tell students to listen carefully and respectfully. Monitor.

**Answers:** Answers may vary.

### Identify

**2**  Read the story and answer the questions. Listen and check your answers.

Hold up your Student's Book to page 65 and point to the picture. Elicit a brief description of it. Encourage students to use English. Write the title of the story on the board. Ask: *What do you think the story is about?* Have volunteers share their predictions. Read the instructions out loud. Ask students: *What do you think happens next in the story?* Elicit students' answers. Ask them to individually read the next part of the story.

Refer students to the Glossary on page 74 to clarify the meaning of words. Monitor. Ask volunteers to read the questions out loud. Tell students to scan the story to find the answers. Encourage students to underline the evidence for their answers. Monitor and help. Let students compare their answers with a partner. Explain that you will play the Class CD for them to check their answers. Play the Class CD. Monitor. Have volunteers say the answers out loud.

**Answers:** 1 the farmer's neighbor 2 working without a horse 3 riding one of the new horses 4 all the time 5 He broke his leg and it never recovered completely.

### Figure out

**3** Read the sentences and circle the correct answer.

Ask: *Do you remember the story from the last class?* Elicit the characters and main events. Tell students to open their Student's Books to page 66. Read the instructions out loud. Have different volunteers read the prompts and the options. Ask questions to help students answer. For the first prompt, ask: *Where is this sentence in the story?* (at the beginning) For the second prompt, ask: *Do the main events occur at the same time or far apart?* (They occur far apart. The second event happens in winter, the third even happens several weeks later, and the fourth even happens in spring.) For the third prompt, ask: *What does the word "because" tell you?* (That there is cause and effect.) *What is the cause?* (The emperor declared war.) *What is the effect?* (The general arrived in the village.) For the fourth prompt, ask: *Can you watch someone work before he starts working?* (no) *Can you watch someone work after he finishes working?* (no) For the fifth prompt, ask: *Do you think the farmer's son got back on the horse after he broke his leg?* (no) Tell students to do the exercise. Monitor and help. Elicit the answers.

**Answers:** 1 a 2 b 3 a 4 a 5 a



Read the information in the Language box out loud. Write the heading *Past Perfect* on the board. Write the following sentences about the story below the heading: *The farmer had worked without a horse for many weeks when his horse returned. The general arrived in the village because the emperor had declared war.* Read the first sentence out loud. Ask: *What are the events in the sentence? Which event happened first?* Elicit the answers. Write the number 1 above the first event and the number 2 above the second event. Follow the same procedure with the second sentence. Underline the verbs and circle the auxiliary verb *had* in each sentence. Point out that the event that happened first includes *had*. Explain that this part of the sentence uses the Past Perfect, while the other part uses the simple past. Clarify that the past perfect always uses *had* + the past participle of the verb.

#### Method Resources

You can use the List of Verbs from the Class CD for further practice. Show students the List of Verbs. Have volunteers read a few lines of regular and irregular verbs out loud. Ask: *How do you get the participle form for regular verbs?* (add *-d* or *-ed* to the present form) *Is the regular past form the same as the regular participle form?* (yes) *Is the irregular past form the same as the irregular participle form?* (no) Tell students to close their books. Copy past perfect sentences from the stories in the Unit on the board, but draw blanks instead of the verbs. Write the simple form of the verbs below the blanks. Tell students to copy the sentences and use the List of Verbs to help them conjugate the verbs correctly. Monitor and help. Elicit the answers.

Next class: Class CD.

## CLASS 2

Materials: Class CD.

**Warmer:** Greet your students. Put students in small groups. Tell them to discuss if they believe that things can be lucky or unlucky. Monitor and help. Encourage them to show respect as they share opinions.

#### 4 Read the sentences and write the underlined connectors next to their function.

Tell students to open their Student's Books to page 66. Read the instructions out loud. Copy the sentences to

the board and underline the connectors *when* and *while*. Ask: *What are connectors for?* (to link words and sentences) Draw students' attention to the first sentence. Ask: *What is the underlined connector?* (*when*) *Do the events in the sentence start and finish at different times or the same time?* (different times) Elicit the answers. Draw students' attention to the other sentence. Ask: *What is the underlined connector?* (*while*) *Do the events in the sentence happen at different times or the same time?* (the same) Elicit the answers. Draw students' attention to the functions. Clarify that the functions are the way in which the connectors link other words and phrases. Read the two functions out loud. Monitor as students to do exercise. Let students compare their answers with a classmate. Have volunteers say the answers out loud. Conclude that students can use *when* to link events that begin at different times in the past, and *while* to link events that happened at the same time in the past.

Answers: 1 when 2 while

### Practice

#### 5 Work in pairs. Complete the sentences to retell the events from the story.

Hold up your book to pages 66 and 67. Point to each picture randomly. Ask students: *What is happening in this picture? Who are in this picture?* Encourage them to use English. Read the instruction out loud. Put students in pairs. Tell students to complete the sentences to retell the stories using the cues given with their partner. Ask students: *What does it mean to retell a story? Do you have to copy the exact words stated in the story?* Elicit students' answers. Conclude by saying that when someone retells a story, he / she summarizes it by taking the main events. When retelling a story the speaker usually uses synonyms if he / she does not remember the exact words. Model the activity. Write the first cue on the board. Elicit the possible sentence that completes the cue. Write it as well on the board. Tell students to follow the same procedure to complete the cues for the next three pictures with their partner. Monitor and provide help. Have volunteers share their answers with the class. Promote respect. Tell students that even though the sentences are different, the essential information is given and is enough to understand the story.

**Possible Answers:** 1 Once upon a time, there was a Chinese farmer who had a working horse. One day, it escaped. 2 Winter had passed. The farmer had been working without his horse when it suddenly appeared with 10 more horses. 3 Several weeks later, the farmer's son who helped him in the farm, fell, broke his leg and never recover completely. 4 Spring had come and gone when one day a Chinese army general arrived, declared war and took all the young men from the village to war. Except the farmer's son.

Read the information in the Skills box out loud. Ask students: *What is a fact?* (a piece of true information) *What is a belief?* (a strong feeling that something is true or real) Elicit students' answers. Explain that beliefs depend on many things, like cultural background and family traditions. Therefore, students should respect the opinions of others, even if they disagree.



You can use Poster Unit 4 from the Class CD for further practice. Write events from one story on the board in random order. Ask: *Which story is this?* Elicit the answer. Prompt volunteers to identify the picture that corresponds to each event on the board. Remind students that the pictures in the poster are in order. Have volunteers read the sentences out loud in the correct order to narrate the story. Then ask questions about the sequence of events in the story using the past perfect. For example, if you choose "Little Red Riding Hood," ask: *Had the Big Bad Wolf seen Little Red Riding Hood before she arrived at Grandma's house?* (yes) Ask several questions and elicit the answers.

### STEP 3

**6 Work in pairs. Follow the instructions.** You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 3 of the Final Product.

Tell students to go back to the graphic organizer they completed in their notebooks for STEP 2 so that they remember the story they chose and the details they already know. Then direct them to page 72 and point at the expressions, such as *Once upon a time...* Ask: *How can you complete this phrase using the story you chose?*

Elicit some examples, such as *Once upon a time there was a princess that lived in a castle.* Ask them to copy the cues and complete them in their notebooks using information about their own story. Tell students that if any of the cues does not fit their story, they can change the introductory cue. Model the possible changes (e.g. Instead of *Several years later ...*, they can use *After some time ...*) Encourage them to go back to the original material in order to find information they are missing. Monitor and help. Have students pair up to make corrections. Tell them to ask you for help if needed.

Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

### Reflect

**7 Work in groups. Discuss the questions.**

Read the instruction out loud. Put students in small groups. Explain to students that they are going to take turns of participation to discuss their answers to the questions. Read question 1 out loud. Elicit one or two answers. Give some time for students to discuss their answers with their partners. Monitor and promote respect. Read question 2. Follow the same procedure for the next questions. Encourage students to give reasons and detailed information. Have some volunteers share their answers with the class.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 73.

People in many countries believe that some things are lucky, while others are unlucky. For example, in the United States, some people believe that the number 7 is lucky and the number 13 is unlucky. However, in China, the luckiest number is 8 and the most unlucky number is 4.

**Source:** Bainton, Roy. *The Mammoth Book of Superstition*. London: Robinson, 2006.

Express key events orally.



- Recognize topic, purpose, and intended audience.
- Remember and use repertoires of words and expressions.
- Sequence events.

- Narrate events based on illustrations.
- Express personal reactions and opinions about events.
- Rewrite sentences and key events.
- Exchange texts to check conventions.

## CLASS 1

**Warmer:** Greet your students. Ask: *Do you know any stories in which the main characters are animals or objects that can speak?* Elicit some stories. Accept answers in students' mother tongue. The objective is for students to recall and have a clear concept of narrative stories. Ask: *Do you know who wrote these stories? Do you know any movies based on these stories?* Elicit authors and movies.

### Activate

#### 1 Work in pairs. Discuss what a fable is. Do you know any fable?

Ask students: *What is a fable?* (a traditional story, usually about animals, that teaches a moral lesson) Write on the board the title of the fable from the exercise (*The Man, the Boy, and the Donkey*). Put students in pairs. Ask them to discuss what they think the fable is going to be about. Set a time limit for them to share ideas. Monitor and help. Have students make a sketch of what the characters might look like. Let students share their ideas with other groups. Write on the board: *Do you know any fable?* Tell students to discuss with their partner the question. Encourage them to retell the fable they know to their partner. Encourage them to use English. If they do not have the necessary vocabulary to retell the fable in English, let them use their mother tongue. Monitor and promote respect when taking turns and participating. Encourage them to mention why they like or not the fable, how they knew that fable, when they heard the fable for the first time, and what the moral of the lesson is. Elicit the name of the fables. Write on the board the most popular ones. Encourage students to retell the fables on the board.

**Answers:** Answers may vary.

### Identify

#### 2 Read the text and answer the questions.

Ask students to open their Student's Books to page 68. Tell students to skim the text in order to find out if their predictions were correct. Give some time for students to perform the task. Have some volunteers give the main idea of the fable. Read the instruction out loud. Explain to students that they are going to read the fable in order to answer questions related to narrative elements. Have volunteers read the questions out loud. Ask students to read the fable. Refer students to the Glossary on page 74 to clarify the meaning of words. Monitor as students perform the task individually. Encourage them to underline the evidence for their answers. Let students compare their answers with a partner. Have volunteers say the answers out loud. Put students in small groups. Tell students to take turns to retell the story. Ask them to talk about the moral of the fable.

**Answers:** 1 the man, the boy, the donkey 2 the farmer, a group of men, two women, the people in town 3 a road and a town 4 A man and a boy walk with their donkey to the market. They meet people who laugh at them. They obey people's orders. Finally, the donkey drowns.

#### 3 Work in pairs. Number the pictures in the correct order.

Say: *Once upon a time ...* Encourage students to retell the story from Exercise 1. Hold up your Student's Book to page 69. Point to each picture. Ask: *What is happening in this picture?* Elicit a brief description of each one. Read the instructions out loud. Put students in pairs. Explain that they are going to determine the sequence of the events from the fable and number the events from 1 to 6. Monitor. Tell students to read the fable again if they need to. Let them compare answers with another pair.

**Answers:** a 4 b 3 c 6 d 1 e 5 f 2

## CLASS 2

**Warmer:** Greet your students. Write the following sentences on the board: 1 *Snow White eats a poisoned apple.* 2 *Snow White's father dies and the Queen is evil to her.* 3 *Snow White runs to the forest and finds a little house.* 4 *The evil Queen tells the hunter to kill Snow White.* 5 *Snow White lives with the Seven Dwarfs.* 6 *The prince kisses Snow White and the enchantment is broken.* Ask students to read the sentences and say if they are in the correct order. Have students retell the story using the sentences. This activity will prepare students to sequence events and to mention the main events in a story.

## Figure out

### 4 Write the main events from the story.

Draw the graphic organizer on the board. Point to it and ask: What is this? (a graphic organizer) *What is it for?* (to organize information, in this case, key events from the story) *Have you used one before?* Elicit students' answers. Encourage them to use English. Read the instruction out loud. Ask students *What are key events?* (The events that are considered to be relevant in a story and that can give the general idea of a story without reading it completely). Ask students to individually complete the graphic organizer using the key events from the fable. Model the activity. Read the first clue out loud. Elicit the sentence that can follow the clue. Write in on the board in the space provided. Tell students to perform the task using the clues given. Monitor and provide help. Put students in pairs. Let students compare their answers with a partner. Have volunteers go to the board to complete the graphic organizer.

**Possible answer:** Once upon a time, a man and a boy were walking with their donkey when a man told them not to be fool and ride the donkey. So the man sat the boy on the donkey. They were walking when a group of men told the boy not to be lazy and walk. So the man told the boy to get off the donkey and rode it himself. They passed by a group of women and told the man not to be lazy. The man and the boy tied the donkey to a pole and carry him. The donkey moved a lot and fell to a river. His legs were tied up and drowned.

### 5 Share your organizer from Exercise 4, page 69 with a classmate and retell the events.

Read the instruction out loud. Put students in pairs. Ask students to compare their graphic organizers with their partner. Encourage students to check if they wrote similar information but tell them not to make any change as the key events can be written using different words. Monitor and promote respect. Tell students to take turns to retell the fable using the cues and the key events they wrote. Monitor and help.

**Answers:** Answers may vary.

### Optional Exercise

Put students in pairs. Tell them to retell the events with their partners in a different way. For example, suggest that students retell it as a funny story or a horror story. Explain that students will take turns pointing to the pictures so their partners can retell the part of the story indicated. Have students do this until they have described all pictures. Monitor and encourage students to use English. Encourage students to show respect when taking turns and participating. Set a time limit of 5 minutes. Have volunteers retell the events for the class.  
**Time:** 10 minutes

## Practice

### 6 Work in pairs. Write your opinions about the fable.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Write on the board the expressions to give opinion (*I like ... I don't like ... because ...*, *My classmate likes ...*, *My classmate doesn't like ... because ...*) Read the instruction out loud. Put students in pairs. Explain to students that this exercise corresponds to Step 4 of their Final Product. Tell students to discuss with their partner if they liked or not the fable. Encourage them to give reasons to their answers. Monitor and promote respect. Ask students to write their opinion towards the fable they read in the lesson with their partner. Model the activity. Read all the phrases to give opinion. Share your own opinion. Choose a phrase to express liking or disliking. Give a reason to your answer. Tell students that they are also going to write their partners opinion and the reason to it. Monitor and help. Have volunteers share their answers with the class.

**Answers:** Answers may vary.

## STEP 4

### 7 Work in pairs. Follow the instructions.

Explain to students that this is STEP 4 of the Final Product.

Read the instructions out loud. Put students in pairs. Have volunteers read the expressions in Exercise 6 again. Elicit some ways they completed those phrases to give their opinion. Read the example: *I didn't like the princess had to kiss the toad because...* Elicit possible ways to complete (e.g. *because toads can be very dirty*). Then have pairs work together creating their own opinions about the stories they chose for their Final Product. Monitor and offer help as necessary. Have them go back to the text they wrote in STEP 3 and add a sentence with their own opinion of the story. Have some volunteers read their opinions out loud and explain why they or their partners liked or did not like a part of the story. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

#### Now I Can

You can use Poster Unit 4 from the Class CD for further practice. Write the following sentences on the board: 1 *Hard work and dedication pay off.* 2 *Children should never talk to strangers.* 3 *Liars are not believed even when they speak the truth.* Explain that one of the sentences is the moral of the story "The Three Little Pigs." Ask students: *Which sentence is the moral of the story?* (1) *How do you know?* (The wolf destroyed the houses of the lazy pigs, but the pig who worked hard to build a brick house was safe from the wolf.) Elicit the answers. Explain that this is an important lesson for students to learn. Clarify that this moral applies in all aspect of life, including schoolwork.

## Reflect

### 8 Work in groups. Discuss the questions.

Read the instruction out loud. Put students in small groups. Tell students to reflect and discuss the questions with their partners. Read question 1 out loud.

Tell students to go back to the previous lesson to review the strategies to retell events. Then reflect and discuss the new strategies they learned in this lesson.

Encourage them to make a list of the strategies learned previously and now. They can make a contrast between them, and they can also mention which one they prefer or consider to be more useful and why. Monitor and provide help. Give some time for students to discuss their answers. Read question 2. Tell students to reflect and discuss their answers. Tell them not to forget to provide evidence to their answers. Have volunteers share their answers with the class.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 73.

Rewrite key events.

# Big Book

## CLASS 1

### STEP 1

**1** Complete the table in your notebook or a sheet of paper using the information from the narrative text you chose.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instruction out loud. Ask students: *Do you remember what the information in the table is about?* (narrative text). Elicit students' answers. Encourage them to mention why they wrote it for (to analyze graphic components to identify topic and intended audience from a narrative or informative text) and what they learned in the lesson (Lesson 1). Tell students to read and check their tables and add more information if needed. Read one by one each of the headings. Tell them to make sure they have written all the necessary information under each of the headings. In case they did not complete the information, tell them to go back to Lesson 1 and look for information to complete it. Also, suggest students getting the narrative text they chose to complement the missing information. Give enough time for students to write the missing information. Once they have finished checking their tables, tell them to share their tables with a partner. Encourage students to mention the reasons why they chose that narrative text. Monitor and promote respect when taking turns of participation. Have volunteers share their answers with the class.

### STEP 2

**2** Draw and complete the graphic organizer in your notebook with information from the narrative story you chose in STEP 1.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instruction out loud. Ask students *Do you remember what the organizer is about?* Elicit students' answers. Encourage them to mention why they completed it in the lesson (Lesson 2). Tell students to check their graphic organizer and add more information if needed. Tell students to reread the

information they wrote in each space in the graphic organizer. Encourage them to look for possible mistakes (e.g. spelling, grammar, punctuation) and correct them. If they did not write enough details in each of the spaces, tell them to complete it. Encourage them to go back to Lesson 2 and review the topic so they can add or change any of the information written. Monitor and provide help. Once they have finished writing and improving their graphic organizer, let students share and compare them with a partner. Encourage them to give reasons to their answers. Monitor and promote respect. Have volunteers share their answers out loud.

### STEP 3

**3** Use the cues in the cards to write the key events from your story in your notebook. Change the cues if they don't adapt to your story.

Read the instruction out loud. Ask students *Do you remember what the cue cards are for?* (to help them sequence key events). Elicit students' answers. Encourage them to mention why they wrote them for in the lesson (Lesson 3). Tell students to read the sentences they wrote using the cue cards. Suggest them to make any necessary correction or change if any of the cues does not fit in their narration. Monitor and provide help. Give students enough time for them to make the necessary changes. Let students read the cue cards to a partner.

► **Next class:** Classic stories, paper, colored pencils, magazines, scissors.

## CLASS 2

**Materials:** Classic stories, paper, colored pencils, magazines, scissors.

**Warmer:** Greet your students. Put them in small groups. Tell students to individually think about a fable they know. Explain to students that in turns they are going to retell the events to their partners. Tell them to mention only key events that can help them explain the fable. Encourage them to use English. Suggest students discuss the moral of the fable. Monitor and promote respect. Have volunteers share their fable with the class.

## Student's Book pages

71–72

### STEP 4

#### 4 Write a final version on sheets of paper.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instruction out loud. Explain to students that using the information from Steps 1, 2, and 3, they are going to write a final version of their narrative text. Monitor and provide help as the students perform the task individually. Remind them to proofread their work. Encourage them to use proofreading marks to edit their work. Ask students *What is a Big Book?* (a large, illustrated storybook for young children) Encourage them to use English. Discuss with them about the importance of nice pictures, clear ideas, and accurate grammar, spelling, and punctuation for their Big Book. Tell them to think about the organization for the text and the illustrations. Monitor as the students prepare their Big Book.

Explain to students that using the information they wrote in Exercise 3, they are going to retell the text they chose to their class. Remind students about the rules for retelling a story. Tell students to go back to page 70 Exercise 6. Have a volunteer read the phrases to express opinion out loud. Tell students to include those phrases in the final version of their text. Monitor and provide help.

### STEP 5

#### Further practice

#### 5 Present your story to another group or a different class.

Read the instruction out loud. Explain to students that individually they are going to present their Big Book to the class. Tell them to think about the way they are going to present their story to their classmates. If necessary, give students some time for them to prepare their speech. Monitor and provide help.

### STEP 6

#### 6 Discuss in groups.

Read the instruction out loud. Put students in small groups. Explain to students that with their partners they are going to discuss the questions. Read the questions out loud. Check that the students have understood the questions clearly. Read question 1. Encourage students to mention the graphic organizers

they used throughout the lesson and to mention if they were useful or not to what extent. Tell them to mention which graphic organizer was more useful for them. Read question 2. Encourage students to talk about the different strategies they learned to organize their ideas and the ones to retell stories. Ask them if they can give their classmates tips that were useful for them to improve their work. Finally, read question 3. Tell students to mention the graphic organizers they would use in other subjects at school and their reasons for it. Monitor and promote respect when taking turns of participation. Have volunteers share their answers with the class.

<b>Title</b>	<b>Robin Hood</b>	<b>Author</b>	Anonymous (retold by T.S. Lang)	Fact File
<b>Type of text</b>	Narrative	<b>Characters</b>	Robin Hood, Prince John, the Sheriff of Nottingham, Will Scarlet, King Richard the Lionheart	

**Summary**

England is suffering from the cruel government of Prince John, who was substituting his brother King Richard. Robin Hood is a young gifted archer who travels to Nottingham for a contest. On his way he breaks the law for killing a deer, and he is captured by the Sheriff's soldiers. He is rescued by the outlaw Will Scarlet and his father. Robin becomes a part of their group in the Sherwood Forest. They start robbing the rich to give to the poor and Robin is constantly persecuted by the Sheriff of Nottingham. King Richard returns from war and punishes Prince John for his bad government. The king pardons Robin Hood and he returns to his hometown as a hero.

**First Reading**

Greet your students. Ask students to open their Reader to page 46. Ask: *What is a tale? Do you like tales? Why / Why not? Did someone use to tell you stories or tales?* Elicit answers. Encourage them to use English. Read the title out loud. Put students in pairs. Tell them to read the pre-reading questions and discuss their answers. Then have students read the chapter individually. Encourage them to use the Glossary on page 59 or a dictionary if they have any vocabulary questions. When students finish reading, ask volunteers to summarize the chapter. Then ask other volunteers to say if they liked the text and why.

Ask students to turn to the Comprehension Exercises on page 57. Read the instructions for Exercise 1 out loud. Have volunteers read the sentences and the options out loud. Tell students they can scan the text to look for the answers if they don't remember them. Monitor. Elicit the answers.

Read the instructions for Exercise 2 out loud. Then have volunteers read all the sentences out loud. Tell students to answer the questions. Let students scan the text to check their answers. Ask them to underline the evidence for their answers. Have students compare their answers with a classmate. If their answers are different, tell them to go back to the text and decide what the correct answer is. Elicit the answers.

**Second Reading**

Greet your students. Elicit what students remember about the chapter. Tell students to open their Reader to page 58. Read the instructions for Exercise 3 out loud.

Put students in pairs. Tell students to individually read the names of the places and characters in the list in order to tick the ones that really existed. If you have Internet access, tell them to look up the information to answer the exercise. Otherwise, bring them handouts with the necessary information for them to use. Have volunteers share their answers with the class.

Read the instructions for Exercise 4 out loud. Make small groups. Explain to students that they will read the questions individually, and then they will discuss the answers with their classmates. Clarify any doubts about the questions. Promote respect when taking turns of participation. Tell them to focus on question 1 and remind them that the answer has to do with the fact that Robin Hood is a legend (people retell, add, and change details to legends as time passes by). Finally, encourage them to share adventures of Robin Hood they might remember from movies and books and to say what they like or dislike about this a character. Have volunteers share their answers with the class and remind them to show respect for the opinions of their classmates.

- 1 13<sup>th</sup> century 2 he killed a deer, which was against the law 3 did not cooperate with the Sheriff 4 Robin made discreet shots to avoid getting attention 5 very angry with the way his brother had ruled
- 2 1 Sherwood Forest. 2 To give to the poor 3 **Possible answers:** mean, cruel, unfair 4 Sir Gilbert. 5 He gave him back his lands and forgave his crimes.
- 3 1, 2, 3, 7
- 4 Answers may vary.



## Lessons

**1** Go back to page 61, Exercise 6 and share with a small group if your choice of narrative story was the best. Explain why or why not.

Read the instructions out loud. Tell students to go to page 61 Exercise 6. Tell them to read and review what they did in the Exercise. Tell students to go back to page 73. Put students in small groups. Tell students to discuss about the narrative text they chose with their partners. Encourage them to mention why they chose that text. Also, tell them to mention if the choice they made was the best or not and the reasons to their answers. Monitor and promote respect during discussion.

**2** Go back to page 64, Exercise 8 and discuss as a class about the importance of legends.

Read the instruction out loud. Tell students to go to page 64 Exercise 8. Tell them to read and review what they did in the Exercise. Tell students to go back to page 73. Ask students: *Why are legends important? Do you think that legends are part of culture?* Elicit students' answers. Encourage them to use English and to provide detailed information about their answers. Tell them to mention if there is a well know legend in their community. Encourage them to mention what it is. Promote respect when taking turns and participating

**3** Go back to page 66, Exercise 7 and share two strategies you learned to improve YOUR fluency.

Read the instructions out loud. Tell students to go to page 66 Exercise . Tell them to read and review what they did in the Exercise. Tell students to go back to page 73. Put students in pairs. Tell students to take turns participating to share their experience when learning new strategies to improve fluency. Encourage them to mention what the strategy is and how useful it was for them. Have volunteers share their answers with the class.

**4** Go back to page 70, Exercise 8 and discuss how fluency has improved.

Read the instructions out loud. Tell students to go to page 70 Exercise 8. Tell them to read and review what they did in the Exercise. Tell students to go back to page 73. Put students in small groups. Explain to students that they are going to take turns of participation to discuss how fluency has improved by

the end of the unit. Tell them to contrast their performance at the beginning of the unit and up to this point. Tell them to reflect on the strategies they have learned and how they have applied them for their own development. Monitor and promote respect when taking turns and participating. Have volunteers share their answers out loud. Write on the board the most popular answers in the class, as well as some tips students may want to share with the group to improve fluency.

## Final Product

**5** Use your answers to Step 6 on page 72 to write a summary about your development.

Read the instruction out loud. Tell students to go to page 72 Step 6. Tell them to read and review what they did in the Exercise. Tell students to go back to page 73. Explain to individually write a summary using the information they discussed with their partners. Prompt the activity. Write on the board the possible beginning to their paragraph *I read different narrative texts throughout the lesson and... , To improve fluency I can use now graphic organizers to ... , Now I am more fluent because... ,* Tell students to write their summary and to reread it once they have finished it in order to make any necessary correction to it.

## Conclusion

**6** Write down those things you need to improve and plan when and how you will work ON them.

Read the instruction out loud. Explain to students to individually write down what they consider they have to improve related to the topic (e.g. I'm not very good at organizing information when making a summary but now I will use a graphic organizer, I was not very fluent to retell stories but now I can use different strategies that help me retell stories more fluently, etc.). Monitor and provide help. Tell students that they are going to write how they will work out those things they need to practice more (e.g. I will try to use more graphic organizers, etc.). Make small teams. Tell students to take turns of participation to share their answers with their partners. Monitor and promote respect. Have some volunteers share their answers with the class, and to give tips for their classmates in order to help them improve their development.

# Evaluation Instrument

## Graded Scale

A graded scale is an instrument used to evaluate certain characteristics or aspects of the students' performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

### Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate your students and determine their performance level.

	Criteria	A	B	C	D	E
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

### \*Key:

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

D: \_\_\_\_\_

E: \_\_\_\_\_

# Unit 5

**Social Learning Environment:** Family and Community

**Communicative Activity:** Exchanges associated with media.

**Social Practice of the Language:**

Compose dialogs and interventions for a silent short film.

**Final Product:** Script for a Silent Short Film.

Lesson	Activities	Pages
	<i>Use activities that allow students to get involved to:</i>	
Explore	<ul style="list-style-type: none"> <li>Identify relation between scenarios, actions, and sound resources.</li> <li>Establish genre of objects.</li> <li>Determine the nature of actions (funny, tragic, etc.).</li> <li>Recognize topic, purpose, and intended audience.</li> <li>Distinguish non-verbal language used by characters.</li> <li>Differentiate characters.</li> </ul>	76-78
	<i>Supervise and support for your students for them to be able to:</i>	
Learn	<ul style="list-style-type: none"> <li>Clarify the names of objects, actions, and concepts.</li> <li>Anticipate general sense and main ideas.</li> <li>Get to know values and behavior in English-speaking countries.</li> <li>Value the cinema as a mean to reflect on emotions and experiences, people and their culture</li> </ul>	79-81
	<i>Encourage your students for them to be able to:</i>	
Apply	<ul style="list-style-type: none"> <li>Include examples, appropriate details, and interesting information, using adverbs.</li> <li>Describe motivations, hopes, desires, and/or ambitions, using expressions to shade them (e.g. You may..., It might..., etc.).</li> <li>Use connectors to link sentences and/or reformulate expressions.</li> <li>Briefly justify the choice of sentences for a dialog.</li> <li>Propose sentences to complete lines and dialogs.</li> </ul>	82-84
	<i>Encourage your students for them to be able to:</i>	
Create	<ul style="list-style-type: none"> <li>Order sentences into sequences to form dialogs.</li> <li>Register lines and dialogs in a script format.</li> <li>Include examples, appropriate details and interesting information using adverbs.</li> <li>Perform dialogs.</li> <li>Adequate volume and speed.</li> </ul>	85-87



- Identify relation between scenarios, actions, and sound resources.
- Establish genre of objects.
- Determine the nature of actions (funny, tragic, etc.).
- Monitor oral comprehension.

## CLASS 1

**Materials:** Class CD, bilingual dictionary, examples of silent and contemporary films.

**Warmer:** Greet your students. Ask: *Do you like watching movies?* Have volunteers share their answers. Tell students to open their Student's Books to page 75. Have a volunteer read the activation question out loud. Put students in small groups. Tell them to mention and discuss the movies they like. Set a time limit of 5 minutes. Monitor. Encourage students to use English. Have volunteers share their answers with the class.

## Activate

### 1 Work in groups. Discuss the questions.

Ask: *Do you know what a silent film is?* (a movie with no spoken dialog, music, or other sounds) Elicit answers. If students do not know what a silent film is, provide examples and explain the concept. If possible, show them a short clip from a silent film. Read the instructions and the questions out loud. To clarify the meaning of the questions, provide students with examples of silent films and contemporary films. Elicit the differences between the two. Write the differences on the board. Put students in groups of four. Tell them to finish discussing the questions. Monitor and help. Elicit answers.

**Suggested answers:** 1 Answers may vary. 2 Silent films have no sound. The first silent films were in black and white. Contemporary films have sound and are usually in color. 3 They make films more interesting and add emotion.

## Identify

### 2 Listen to the music and sound effects. Match the genres from the box to the pictures.

Read the first part of the instructions. To have students identify the relation between scenarios, actions, and sound resources, ask: *What kind of special effects can you hear in a (comedy) film?* Elicit students' answers.

- Recognize topic, purpose, and intended audience.
- Value the cinema as a means to reflect on emotions and experiences, people and their culture.
- Distinguish non-verbal language used by characters.
- Differentiate characters.

Encourage students to make the sounds to activate their schemata of contextual clues related to acoustic features. Read the second part of the instructions out loud. Explain that you will play the Class CD for them to match the sound they hear to the film genre it belongs to. Ask students to look at the pictures and try to establish the genre. Play the Class CD. Tell students to do the exercise. Let students compare their answers with a classmate. Check answers by playing the Class CD again.

**Answers:** 1 horror 2 science fiction 3 romance  
4 western

### 3 Write an appropriate genre from Exercise 2 under the settings in the pictures.

Hold up your Student's Book to page 76. Point to each picture. Elicit a description of each one. Read the instructions out loud. Tell students to imagine the actions that could happen in the settings of each picture to identify the relation between scenarios and actions. Tell them to write genres from Exercise 2 that are appropriate for the settings in the pictures. Have volunteers share their answers out loud. Ask: *Do you like these genres?* Encourage them to give reasons for their answers.

**Answers:** 1 horror 2 science fiction 3 western

## Figure out

### 4 Look at the silent short film posters and complete the table.

Hold up your Student's Book to page 76. Point to the first poster. To help students determine the nature of actions, ask them to quickly mention words related to the actions in the poster (e.g. Peter Pan, pirates, ship, Captain Hook, children, action / adventure, fun). Tell them to brainstorm words for the other posters. Read the instructions out loud. Copy the table onto the board. Read each heading out loud. Model the exercise by writing the examples. Explain that the third column refers to the emotions students feel when they watch a film. Monitor.

**Answers:** a *Peter Pan*, action / adventure, action-packed, exciting b *Romeo and Juliet*, romance, love and romance c *Funny Guys*, comedy, fun and enjoyment

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**CLASS 2**


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**Materials:** Class CD, bilingual dictionaries.

## Practice

**5** Look at the posters in Exercise 4 again and underline the correct answer.

Ask: *Who do you think might be interested in watching the films from Exercise 4?* Encourage students to give reasons for their answers. Read the instructions out loud. Ask students to do the exercise in order to recognize topic, purpose, and intended audience. Monitor. Let students compare their answers with a partner. Have volunteers say the answers out loud. Put students in pairs. Explain that, with their partner, they are going to discuss the value of the cinema as a means to reflect on the emotions and experiences of people from different cultures. Tell students to especially focus on and compare the feelings they wrote in the third column of the table in Exercise 4. Monitor and encourage students to show respect while their partners give their opinions.

**Answers:** 1 b 2 a 3 a 4 Answers may vary.

Have a volunteer read the information in the Skills box out loud. Ask students to reflect on the reasons why different people feel different emotions towards the same film. Have volunteers share answers with the class. Tell students to think of a famous movie from Mexico. Point out: things in that movie that reflect Mexican culture. Ask: *Do you think a movie can show people in other countries things about a culture they do not know?* Have volunteers share their answers with the class.



► **Next class:** Class CD, bilingual dictionaries. Ask students to search the web and watch a short silent film (e.g. a film by Charlie Chaplin or Laurel and Hardy) before class and take notes about the source where they found it and some important details like genre and main characters.

**Warmer:** Greet your students. Divide the class into four groups. Explain that they are going to play a game. Have them write down the names of five different films, each on a separate piece of paper. Explain that they are going to try to guess the names of the films of the other groups. Clarify that groups will take turns to choose a volunteer to pick a piece of paper with the name of a film on it. This volunteer will stand in front of his / her group, and the group will ask Yes / No questions in order to find out which film it is (e.g. Is it a horror film? Is it a recent film?). Set a time limit for students to guess the films. Monitor.

**6** Match the emotions from the box to the pictures.

Ask students to open their Student's Books to page 77. Hold up your Student's Book to page 77. Point to the pictures and elicit a description for each one. Ask: *What film are the pictures from?* (*Peter Pan*) Elicit the answer. Encourage students to say what they remember about *Peter Pan* from the previous class. If students know more about the story, let them share it with the class. Monitor.

Read the instructions out loud. Have a volunteer say the words from the box. Refer students to the Glossary on page 91 to clarify the meaning of words. Model the exercise with the first picture. Ask: *Who is this?* (Captain Hook) *What emotion is he feeling?* (surprise) Elicit the answers. Guide students to notice that his eyes are open wide and his mouth open a little bit. Monitor and help as students do the exercise. Have volunteers share their answers out loud. Encourage them to mention the gestures they noticed that helped them know the answer. Clarify that students can identify a character's feelings by looking at the non-verbal language used.

**Answers:** 1 surprise 2 sleepiness 3 fear 4 happiness 5 concentration



Read the information in the Skills box out loud. Explain that because silent films do not have any spoken dialog, non-verbal language is very important to convey meaning and emotions. Point out how gestures, sounds, and live music support the plot of a film.



**7** Listen to the summary of a silent film and number the scenes in the correct order.

Tell students to look at the pictures. Ask: *What story are the pictures from?* (Peter Pan). Point and ask: *Where is this? Who are they?* Monitor and help. Read the instructions out loud. Tell students to try to predict the order of the pictures. Have them number the scenes in the correct order. Play the Class CD for students to check their answers. Monitor. Play the Class CD again if necessary. Elicit answers.

**Answers:** 2, 1, 3, 4

**8** Look at each scene in detail. Look at the characters' body language to help you answer the questions.

Tell students to look at the pictures in Exercise 7 again. Have students look at each scene in detail and give them a few minutes to look at the characters' body language and discuss what each character is doing. Elicit a short description of each picture and have one volunteer read the questions out loud. Clarify any vocabulary questions. Have students read the questions and look again at the pictures so they can answer them. Monitor and help. Let students compare answers with a partner. Finally, have volunteers say the answers out loud.

**Answers:** 1 Peter Pan 2 No, she lives in London. 3 No, it happens in Neverland. 4 no 5 in a forest 6 Captain Hook, a pirate



**9** Work in groups. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate paper if necessary. Explain to students that this is STEP 1 of the Final Product. Clarify to students that they will write a script for a silent short film in the Final Product.

Ask students: *Have you ever seen a silent film? What was its name? Who was the main character?* Elicit

students' answers. Read instructions out loud. Put students in groups. As students work, make a list of the members of each group so you can put students in the same groups during the Final Product lessons. Explain that students are going to write some notes about the silent film they watched. Bring some silent film sequences to the classroom so students with no internet access can solve the exercise. If you have Internet access at school, you can watch a silent short film and discuss as a class. Otherwise, you can tell students to choose a scene from a silent film summary or synopsis they found online. Ask students to mention the different sources where they found their silent films. Refer students to Exercise 2 to identify different movie genres. Have students write questions they would like to know about the film they researched similar to the ones they answered in Exercise 5. Have students read the summary and identify the main characters of the film as they did in Exercise 7. Ask them to write their information in the space provided on page 88. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Reflect**

**10** Work in groups. Discuss your questions.

Tell students to work in their groups from Exercise 9. Read the instructions out loud. Ask a volunteer to read the questions out loud. Explain that students are going to discuss the questions about silent films. Monitor and help as students discuss. To draw to a conclusion, elicit the features of a silent film and write them on the board (intertitles, music, sound effects, script, etc.). Then ask questions to help them reflect on the importance of music and sound effects in silent films. Help students notice that in the era of silent films, there was no sound, so there would often be live music and sound effects that help set the mood and add information about the actions taking place.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 90.

Understand the general sense and main idea.



- Establish genre of objects.
- Clarify the names of objects, actions, and concepts.
- Monitor oral comprehension.
- Anticipate general sense and main ideas.
- Get to know values and behavior in English-speaking countries.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Ask: What's your favorite movie? Have volunteers share their answers. Tell students to open their Student's Book to page 79. Write the question on the board. Put students in small groups. Tell them to mention their favorite movie and discuss why it is their favorite movie. Encourage students to use English. Have volunteers share their answers with the class.

## Activate

**1** Work in pairs. Look at the poster and check (✓) the words you think are related to the film.

Read the title of the film out loud. Ask: *What do you think the story is about?* Elicit students' predictions. Ask students to open their Student's Books to page 79. Hold up your Student's Book to page 79, point to the illustration, and elicit its description. Encourage students to mention who the characters are, where they are, why they are there, when students think the story takes place, and its genre. Put students in pairs. To clarify the names of objects, actions, and concepts, explain that, with their partner, they are going to discuss and decide which words could be related to the film. Refer students to the Glossary on page 91 to clarify the meaning of words. Have volunteers read the words out loud. Ask students to do the exercise. To monitor oral comprehension, have volunteers share their answers out loud. Clarify that the words they checked are all related to the western genre.

**Suggested answers:** 1, 2, 4, 5, 7, 8, 10, 11, 12, 13, 14, 15

## Identify

**2** Work in groups. Look at the pictures and discuss what you think the story will be about.

- Describe motivations, hopes, desires, and / or ambitions, using expressions to shade them (e.g. You may ..., It might ..., etc.).
- Value the cinema as a means to reflect on emotions and experiences, people and their culture.

To anticipate general sense and main ideas, ask students: *What kind of film do you think this is? (western) Do you like westerns? Have you ever seen a western?* Elicit students' answers. Explain that they can use the vocabulary from Exercise 1 to do so. Read the instructions out loud. Put students in small groups. Explain that, based on the pictures, they are going to discuss and predict what the story is about. Encourage students to look at the pictures and try to predict the plot of the story (e.g. I predict that the story is about two men who want to steal the money on the train.). To monitor oral comprehension, have volunteers share their version of the story out loud. Ask: *How do you think the film ends? Would you like to see it?* Have volunteers share their predictions and opinions. Remind students that title cards, or intertitles, were used in black and white films because they did not have any sound. These cards were placed at different points in the story to narrate a scene, to introduce a character, to provide dialog, or whenever it was necessary to explain something. Ask students if they have seen a black and white film where a title card appears. Instruct them to identify the title card in the series of pictures. Ask: *What does the title card help you understand about the story?* (The men are disguised and do not want anyone to recognize them. They believe their disguise worked.) Elicit answers. Explain that the homework for next class consists of looking on the Internet for a black and white silent film. Share web pages that students can use to find silent films, such as [http://archive.org/details/silent\\_films](http://archive.org/details/silent_films).

**Answers:** Answers may vary.

**3** Number the pictures in Exercise 2 in the correct order. Listen to check your answers.

Read the instructions out loud. Explain that, based on what they discussed in the previous exercise, students are going to identify the structure of the story and organize the illustrations to tell the story. Ask: *Which is picture number 1?* (Picture b) Encourage students to mention the reasons for their answer. Tell students to do

the exercise individually. Monitor. Explain that you will play the Class CD for students to check their answers. Have volunteers say the answers out loud and ask students: *Why do you think the twins want the money?* Encourage students to mention the brothers' motivation to steal the money. Elicit students' answers.

**Answers:** 5, 1, 3, 2, 4, 6

**4 Work in pairs. Look at the story in Exercise 2 and answer the questions.**

Read the instructions out loud. Put students in pairs. Have volunteers read the questions out loud. Monitor and help while they answer the questions. Have volunteers share their answer. For the last question, ask students: *Where do westerns take place?* (the western part of the United States in the 1800s) *Do people in the United States still live like this?* (no) *What is the value in the film?* (Good conquers evils.) *Is good vs. evil an old topic, then?* (no) Tell students that many values in old films survive time and place. Ask: *What movies today have the topic of good vs. evil?* Elicit some examples.

**Answers:** **1** the Smith Twins **2** at a train station / on a train **3** The Smith Twins get on a train that has enormous bags of money. **4** Answers may vary.

**Figure out**

**5 Read the sentence from the story and answer the questions.**

Read the instruction out loud. Put students in pairs. Have volunteers read the text in the box and the questions out loud. Have them answer and discuss their answers with their partner. Encourage them to give reasons for their answers. Monitor and help. Let students compare their answers with another pair. Have volunteers share their answers out loud.

**Answers:** **1** No, he isn't. **2** The speaker says, "there may be a robbery." May indicates possibility, not certainty.

Read the information in the Language box out loud. Explain to students that it is possible to make predictions about motivations, hopes, desires, and ambitions by using modal verbs. Tell students to go back to the pictures in Exercise 2 and predict what will happen in each one using a modal verb of possibility (e.g. I think the Smith Twins *may* use dynamite to blow up the train, because there is dynamite in Picture a). Write examples on the board and underline the modal verb in each. Tell students that *may* indicates more possibility than *might*.

▀ **Next class:** Class CD, five strips of paper that have sentences with actions to perform.

**CLASS 2**

**Materials:** Class CD, strips of paper with sentences

**Warmer:** Greet your students. Tell students that you will choose five of them at random. Give each chosen students a strip of paper with a sentence to perform. Tell students they have to use body language and gestures for their classmates to guess what the action is. Specify that the person miming cannot speak. Once students guess the action being performed, have them guess the sentence. Write the sentences on the board and compare each sentence to what was written on the corresponding strip of paper. Set a time limit of 5 minutes for the exercise.


**Practice**

**6 Look at the ending of *The Last Great Train Robbery* and circle the correct answers.**

Ask students to open their Student's Books to page 80. Read the instructions out loud. Explain that they are going to answer the questions individually. Monitor and help. Let students compare their answers with a classmate. Encourage them to mention the elements in the scenes that helped them get a possible answer. In order for students to get to know values and behavior in English-speaking countries, ask: *Does the story reflect the values and behaviors of an English-speaking country? Which one? What values?* Let students discuss the questions in pairs.

**Answers:** 1 b 2 a 3 b 4 b



**7**  Listen to a review and underline the film it refers to.

Read the instructions out loud. Tell students you will play the Class CD for them to determine the title of the film. Play the Class CD. Take a class vote on the correct answer. Play the CD again for students to confirm their answers. Encourage students to give reasons for their answers. Elicit the name of the film. Ask: *Have you seen or read this story before? Can you add anything to the description?* Let students discuss the answers in pairs.


**Answers:** 2 *Romeo and Juliet*

**8** Complete the paragraph with the words from the box.

Read the instructions out loud. Ask students: *What is a film review?* (It is a written or spoken text aimed to entertain, persuade, and inform people about a film. The writer provides an original opinion without giving away too much of the plot.) Elicit answers. Ask students to open their Student's Books to page 81. Explain that students will complete the film review using the words from the box. Let students compare answers with a classmate. To monitor oral comprehension, have volunteers share their answers out loud. Ask students: *Would you like to watch this film? Why / Why not? Are peace, harmony, and love values in English-speaking countries? Are they values in our culture?* Elicit answers. Encourage students to use English.

**Answers:** 1 *Romeo and Juliet* 2 lovers 3 families  
4 hate 5 values

**STEP-2**

**9**  Work in groups. Think of the silent film you chose in Lesson 1. Choose one scene and follow the instructions.

You can use this exercise as portfolio evidence. Have students work on separate paper if necessary. Explain to students that this is STEP 2 of the Final Product.

Use the list with the members of each group from Lesson 1 and ask students to work in their groups. Ask students to remember the film they chose as a group in Lesson 1, and have them select a scene from that film. Encourage them to use English. Read instructions out

loud. Explain that they are going to use the scene they previously chose. Encourage students to talk about the scene. Prompt some ideas to help students organize their ideas. Explain that even though silent films have no sound, they tell a story and show different values (an attitude or belief that regulates how people act) and emotions. Encourage students to identify the key words about the topic and values of the scene from the silent film they chose. Ask them to write notes about their scene. Have a volunteer from each group share their conclusions with the class. Remind them what the Final product will be about and ask them to write their information in the space provided on page 88. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Reflect**

**10** Work in groups. Discuss the questions.

Remind students of what they did in Exercise 9. Read the instruction out loud and ask volunteers to read the questions: *1 Do you think pictures are useful resources to understand the main idea?, 2 Do you think it was easy to understand scenes in silent films? Why?* and have them answer each one of them in their groups. Encourage students to base their answers on what they talked about the scene they chose. Monitor and help. Once students finish answering the questions, ask some volunteers to share their answers. Ask: *What other resources do you think are useful to understand silent films?* Draw a conclusion as a class and explain that scenes are supported by other things to transmit the idea. For example, silent films have no sound, so it is sometimes difficult to understand or picture the main idea. Resources like intertitles, non-verbal language, music and sound effects help us understand the events on different scenes in a silent film.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 90.

**Answers:** Answers may vary.

**Next class:** Class CD.

Understand the general sense and main ideas.



- Recognize topic, purpose, and intended audience.
- Monitor oral comprehension.
- Clarify the names of objects, actions, and concepts.
- Distinguish non-verbal language used by characters.
- Performe dialogs.
- Adequate volume and speed.
- Include examples, appropriate details, and interesting information, using adverbs.

### CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Ask: *Do you like classic films?* Elicit students' answers. At this point, they might say the names of films in their native language. If you know the name in English, provide it. Put students in small groups. Explain that they have one minute to work with their small group to make a list of classic Mexican or English-language films they know. Ask students to do the exercise. Monitor. Have volunteers say their answers out loud.

### Activate

**1 Work in pairs. Look at the scene and choose the correct title.**

Ask students to open their Student's Books to page 82. Hold up your Student's Book to page 82 and point to the picture. Ask: *Do both characters in this silent film look human? Do you recognize this story? Have you seen a version of this film? Is the Beast a normal animal?* Have volunteers share their answers with the class. Encourage students to use English. Read the instructions out loud. Tell students to underline the title of the film in English. Monitor. Elicit the answer.

**Answers:** *The Beauty and the Beast*

### Identify

**2 Read the summary of the silent film and answer T (True) or F (False).**

Ask students to open their Student's book to page 82. Hold up your Student's Book to page 82. Point to the picture. Ask students: Where does the story take place?

- Use connectors to link sentences and / or reformulate expressions.
- Describe motivations, hopes, desires, and / or ambitions, using expressions to shade them (e.g. You may ..., It might ..., etc.).
- Anticipate general sense and main ideas.
- Briefly justify the choice of sentences for a dialog.
- Propose sentences to complete lines and dialogs.
- Order sentences into sequences to form dialogs.

Who do you think the characters are? Elicit student's answers. Read the instructions out loud. Explain that you are going to read the summary of *The Beauty and the Beast* for them to answer if the sentences are true or false according to what they hear. Choose a volunteer to read the statements out loud. Ask students to predict the answers as the volunteer reads the sentences. Have students read the summary on their own and answer. Monitor. Let students compare answers with a partner. Encourage students to use English and show respect when taking turns to answer.

**Answers:** 1 T 2 T 3 T 4 F 5 F

**3 Read the summary again and answer the questions as a class.**

Read the instructions out loud. Explain that you will give them some minutes to read the summary of *The Beauty and the Beast* again. Ask students read the questions individually. Have students answer the questions and read again if necessary. Read the questions one by one and elicit the answers to monitor oral comprehension. To help students understand the answers, ask comprehension questions and elicit the answers. For the first question, ask: *Do enchanted princes like the Beast exist in real life?* (no) For the third question, ask: *What attitudes do the merchant's daughters have?* (Belle is kind and helpful, but her sisters are mean.) For the fourth question, ask: *What does the merchant have to do to avoid being killed by the Beast?* (bring the Beast one of his daughters) For the fifth question, ask: *Is the Beast a good person or a bad person?* (a good person).

**Answers:** 1 fantasy 2 three 3 no. One (Belle) is good, but the other two are not. 4 The Beast tells the merchant to bring one of his daughters, or he will die. 5 Because the Beast is really a good person.


**4 Work in pairs. Read the dialog and act it out. Follow the indicated attitudes.**

Write the following sentences on the board: *I'm so happy. I'm hurt. I'm sad.* Read each of the sentences with no intonation and no body language. Ask students if what you are saying transmits an emotion. Ask them: *Why don't you believe what I'm saying? How should I say the sentences?* Encourage students to repeat the sentences with the proper body language and intonation. Remind them that non-verbal language helps convey feelings. Read the instructions out loud. Explain that attitudes can be used in scripts to help the actors know how to say each line. Point to the sentences and read the first attitude in the dialog out loud. Read the line according to the indicated attitude, using appropriate intonation and body language. Elicit what the word *inquisitively* means. Read the rest of the attitudes out loud. Refer students to the Glossary on page 91 to clarify the meaning of words. Monitor and help. Put students in pairs. Set a time limit for them to act out the dialog. Remind students to follow the indicated attitudes. When they finish, have them switch roles. Monitor oral comprehension.

**5 Write the correct intentions from Exercise 4 below the pictures.**

Hold up your Student's Book to page 83 and point to the pictures. Ask students: *Who are they?* (the merchant and the Beast) *How do they feel?* Tell students to go back to the dialog in Exercise 4 to look for the appropriate intention for each picture. Monitor. Let students compare their answers with a classmate. Have volunteers share their answers.

**Answers:** 1 nervously 2 inquisitively 3 thoughtfully  
4 angrily / impatiently 5 pleadingly

**6  Work in pairs. Listen and repeat the dialog. Pay attention to your voice and gestures so that you can produce the correct intentions.**

Read the instructions out loud. Divide the class into two groups. Tell students that one group will play the role of the merchant and the other will play the role of the Beast. Explain that they are going to repeat the dialog in order to produce the correct intentions. Play the Class C.D and pause after each line for students to repeat. Put students in pairs. Have them practice the dialog with their partner. Monitor and help. Encourage them to use adequate volume and speed. Ask volunteers

to perform for the class. To monitor students' progress, ask: *Did you perform the intentions better this time than in Exercise 4? Are any intentions especially difficult for you?* Have volunteers share their answers with the class.

**CLASS 2**

**Warmer:** Greet your students. Ask: *What is the name of the film we talked about in the last class? Who are the characters? What happens?* Put students in small groups. Encourage them to talk about the emotions the characters show in the dialog. Monitor and help. Have volunteers retell the story. Set a time limit of 6 minutes.

**Figure out**

**7 Read the sentences from the summary and write the underlined connectors next to their function.**

Ask students to open their Student's Books to page 84. Read the instructions out loud. Tell students to read the sentences individually. Hold up your Student's Book to page 84 and point to the underlined connectors. Remind students that connectors are words that link other words or phrases. Explain that students are going to write each of the connectors next to its function. Clarify that the functions are the way in which the connectors link other words and phrases. Have volunteers read the functions. Monitor and help as students do the exercise. Let students compare their answers with a classmate. Have volunteers share their answers out loud. Ask questions as students say the answers. For the first function, ask: *What information is added?* For the second function, ask: *What is the contrast?* For the third function, ask: *What is the reason or cause?* For the fourth function, ask: *What is the result?* For the fifth function, ask: *What are the alternatives?* Elicit answers.

**Answers:** 1 and 2 but, yet 3 for 4 so 5 nor, or

Read the information in the Language box out loud. Tell students that they can use connectors to show the connections between ideas and add more information. Ask students to write sentences about *The Beauty and the Beast* using connectors. Monitor and help. Have volunteers read their sentences out loud. Encourage them to mention what kinds of connector they used and its function.

## Practice

### 8 Work in pairs. Look at the scene and discuss what may be happening.

Hold up your Student's Book to page 84 and point to the picture. Elicit its description. Ask students: *Who are the characters? How do the characters feel?* Encourage students to use English. Read the instructions out loud. Put students in pairs. To describe motivations, hopes, desires, and ambitions, explain that they are going to discuss with their partner what they think is happening in the scene. Remind students that by using the modal verbs *may*, *might*, and *could*, they can predict what might be happening in the scene. Monitor and help. Have volunteers share their answers out loud. Encourage them to mention the reasons for their answers.

**Answers:** Answers may vary.

### 9 Act out the scene.

Put students in pairs. Give students some minutes to think of what they discussed about what was happening in the scene from Exercise 8. Have students write dialogs about what they think the characters in the scene were saying. Monitor and help. Explain that students are going to practice their dialogs with their partner. Tell students to choose roles and set a time limit for them to act out the dialog. Encourage them to show the correct intentions according to the lines they are saying. Monitor and provide students with feedback to improve their performance. If time allows, when they finish, have them switch roles and implement the feedback you provided.

## STEP 3

### 10 Work in groups. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 3 of the Final Product. Tell students to work in their groups from Lesson 1. Use the list of members you wrote.

Ask a volunteer to read the instructions out loud. Remind students of what they are doing for the Final Product (Script for a silent short film). Have students read their notes from STEP 2 and encourage students to write dialogs for each character. Ask students to use

words from Exercise 4 and 5 to describe the characters intentions and attitudes while they say their dialogs. Suggest that students practice the gestures to convey emotions, and the correct intentions for each line of their dialogs to express and emphasize the characters' emotions. Monitor and help. Have students write their dialogs in the space provided on page 89. Provide students with feedback so they can implement it before writing the dialogs on page 89. Have students read the questions in the Now I Can feature and discuss their answers in groups.

## Reflect

### 11 Work in groups. Compare your answers in Exercise 10. Discuss the questions.

Tell students to work in their groups from Exercise 10. Read the instructions out loud. Ask a volunteer to read the questions: 1 *Do you think contextual clues help you guess what may be happening in the scene?* 2 *What other strategies did you use to predict the scene and write a dialog?* Explain that students are going to discuss the questions based on the dialogs they wrote from the scene they have been working on. Monitor and help as students discuss. To draw to a conclusion, elicit different contextual clues they think they were useful to guess what it was happening in the scene (setting, gestures, body language, pictures). Then ask questions to help them reflect on the importance of music and sound effects in silent films. Help students notice that in the era of silent films, there was no sound, so there would often be live music and sound effects that help set the mood and add information about the actions taking place.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 90.

▼ **Next class:** Class CD.

Write lines and dialogs.



- Offer and receive feedback.
- Order sentences into sequences to form dialogs.
- Include examples, appropriate details, and interesting information, using adverbs.
- Register lines and dialogs in a script format.

- Perform dialogs.
- Adequate volume and speed.
- Adjust verbal and non-verbal language according to a specific audience.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Put students in small groups. On the board write: *Do you like fairy tales? What is your favorite fairy tale? Why? What famous fairy tales have been made into films?* Explain that they are going to discuss these questions in their groups. Monitor. Have volunteers say their answers. Students might not know the names of the stories in English. If you know the names in English, provide them. If time allows, make a list of the most popular fairy tales mentioned by the students.

## Activate

**1** Work in pairs. Look at the scene and discuss the questions.

Explain that students have to guess the name of the film they are going to talk about. Mention words related to the story that will help them guess the name of the film. Say: *munchkins, Toto, Kansas, witch, Dorothy, wizard*. If they don't know the story, give them some hints about the plot. Ask students to open their Student's Books to page 85. Write the name of the story on the board (*The Wonderful Wizard of Oz*). Point to the picture and ask: *Who is in the picture?* (Dorothy, Toto, the Scarecrow, the Tin Woodsman, the Cowardly Lion) Elicit the answers. Read the instructions out loud. Put students in pairs. Have volunteers read the questions out loud. Monitor as students discuss. Have volunteers share their answers with the class.

**Answers:** **1** Answers may vary. **2** Answers may vary. **3** Dorothy, Toto, the Tin Woods man, the Scarecrow, and the Cowardly Lion. **4** Answers may vary. **5** Answers may vary.

## Describe (Roleplay)

You can use Poster Unit 5 from the Class CD for further practice. Point to the scenes. Ask students to identify all of the characters (Dorothy, Toto, the Munchkins, the Good Witch of the North, the Scarecrow, the Tin Woodsman, the Cowardly Lion, the Wizard of Oz, the Wicked Witch of the West, the Good Witch of the South). Point to Dorothy and ask: *What does she want?* (to go home) Point to the Scarecrow and ask: *What does he want?* (a brain) Point to the Tin Woodsman and ask: *What does he want?* (a heart) Point to the Cowardly Lion and ask: *What does he want?* (courage) Elicit the answers.

## Read (Roleplay)

*The Wonderful Wizard of Oz* is an American novel for children written in 1900 by L. Frank Baum. This story has been adapted in films, plays, and musicals, and translated into over 50 languages. It has an important place in popular American culture. For example, Americans say *I have a feeling we're not in Kansas anymore ...* to refer to a strange situation.

**Source:** Hase, Donald. *The Greenwood Encyclopedia of Folktales and Fairytales*, vols 1 and 3. Greenwood Press, 2008.

## Identify

**2** Work in pairs. Listen to the story and answer the questions.

Read the instructions out loud. Put students in pairs. Explain that you will play the Class CD for them to listen to the first part of the story. Play the Class CD. Tell them that you will play the Class CD again for them to answer the questions. Have volunteers read the questions out loud. Suggest that students write key words in their notebooks as they listen so they can later write complete answers. Play the class CD again and pause it at the same point. Monitor as students answer the questions. Let students compare their answers with a partner. Provide students with feedback to improve their performance.

**Answers:** 1 Kansas 2 the Munchkins 3 the Wizard of Oz  
4 silver shoes 5 the Scarecrow, the Tin Woodsman, and  
the Cowardly Lion

You can use Poster Unit 5 from the Class CD for further practice. Tell students that they are going to retell the story with the help of the pictures. Explain that different students have to retell each scene from the story. Choose students to retell each scene at random. Monitor and help as they retell the story. When they get to the scenes with the Scarecrow, the Tin Woodsman, and the Cowardly Lion, encourage students to say their motivations for going to Oz with Dorothy.

## Figure out

**3 Look at the pictures and number the scenes in the correct order.**

Hold up your Student's Book to page 86 and point to the first picture. Elicit a description. Encourage students to mention how they think the characters feel and where they might be. Put students in pairs. Tell them to follow the same procedure to describe all the pictures. Monitor and help. Read the instructions out loud. Explain that students are going to number the eight scenes in the correct order to form a sequence. Tell students to try to predict the order of the pictures. Have volunteers read the intertitles for each scene out loud. Refer students to the Glossary on page 91 to clarify the meaning of words. To help students predict the order, ask: *Which scene is from before Dorothy goes to Oz? Which scenes are in Oz? Which scene is after Dorothy returns home to Kansas?* Monitor as students predict the order individually. Put students in pairs. Tell them to compare their answers with their partner. Suggest that they give reasons for their answers. Let students make any necessary changes. Monitor. Encourage students to show respect when comparing answers. Elicit the answers. Provide students with feedback to improve their performance. For example, in order to help students identify events, you can tell them that they it is a good idea to identify the characters in each scene. Besides, sequencing is one of many skills that help students to understand what they read. Explain to students that sequencing helps you identify the beginning, middle, and end in a story.

**Answers:** 7, 5, 8, 1, 2, 6, 3, 4

Read the information in the Skills box out loud. Remind students that, in silent films, actors and actresses have to exaggerate their gestures and body language to communicate with the audience.



► **Next class:** strips of paper with sentences from Exercise 4: *I would like to have a brain. It would be fantastic if I had a heart. I want to go back home. I would like to have more courage.*

## CLASS 2

**Materials:** strips of papers with sentences.

**Warmer:** Greet your students. Choose four students at random. Give each student a strip of paper with a sentence to perform. Tell students they have to use gestures and body language so their classmates can guess the desire in the sentence. Specify that the person performing cannot speak. When the class guesses a desire, have the performer say the sentence out loud.

## Practice

**4 Match the scenes to the script fragments.**

Ask students to open their Student's Book to page 87. Hold up your Student's Book to page 87 and point to the pictures. Elicit a description of each picture. Encourage students to give detailed information. Point out that the same four characters appear in four of the pictures: Dorothy, the Scarecrow, the Tin Woodsman, and the Cowardly Lion. Ask: *What is the difference between these four pictures?* Guide students to notice that the characters are doing different things in each picture. For example, in Picture *d*, the Tin Woodsman is pointing to his chest. Ask: *Why do you think he is doing this?* (He is explaining that he wants a heart.) Elicit the answer. Read the instructions out loud. Model the first sentence as an example. Read the sentence out loud. Make sure students understand the meaning of *straw* (*paja*). Ask: *Who is made of straw?* (the Scarecrow) *Which pictures have the Scarecrow? (a, c, d, and e) In which picture is the Scarecrow speaking? (e)* Elicit the answers. Tell students to do the exercise individually. Monitor. Let students compare answers with a classmate. Have volunteers say the answers out loud. Provide students with feedback to improve performance. Ask: *Why does each character want to see*

*the wizard? Do you think the characters need to see the Wizard to get what they want?* Elicit students' answers. Encourage them to use English and to give reasons for their answers.

**Answers:** 1 e 2 a 3 d 4 b 5 c

## STEP 4

### 5 Work in groups. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 4 of the Final Product.

Tell students to work in their groups from Lesson 1. Use the list of members you wrote. Ask a volunteer to read the instructions out loud. Remind students of what they are doing for the Final Product (Script for a silent short film). Tell students to use the dialogs from the previous lesson in STEP 3. Ask them to write the characters who are participating at the beginning of the dialog, and a small introduction of the scene. They can use the script from Exercise 4 as a model. Remind students to use features as if they were in a silent film. Tell students to make intertitles with the construction paper, so they can introduce the scene, and add some sound effects when they perform their scripts to the class. Monitor and help. Refer students to leaf through the pages of the lesson to look for examples of intertitles. Have students check the genre and values they identified in STEPS 2 and 3 to decide on sound effects so the script will be consistent with the scene they chose. They can use the scene in Exercise 3 if they need help. Encourage students to read their script out loud to check if there are any mistakes or make adjustments where they are needed. Have students write their final version of the script on page 89. Have students read the questions in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

## Reflect

### 6 Work in groups. Discuss the questions.

Tell students to work in their groups from Exercise 5. Read the instructions out loud. Ask a volunteer to read the questions: 1 What features did you include in your

script? 2 Do you think it was important to know the story before writing your dialogs? Explain that students are going to discuss the questions based on the dialogs they wrote from the scene they have been working on. Monitor and help as students discuss. To draw a conclusion, elicit different features they think they were useful to write their scripts (setting, music, sound effects, gestures, body language, intertitles, main characters, sequencing the story, etc.). Then ask questions to help them reflect on the importance of these features. Emphasize that knowing the story helps them to clarify the main idea and provide them with the necessary information to write their dialogs and make a script for a silent short film. Help students notice that in the era of silent films, there was no sound, so there would often be live music and sound effects that help set the mood and add information about the actions taking place.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 90.

► **Next class:** a silent short film in English, information about the film. Ask students to watch and research a silent short film before the next class and take notes.

Write lines and dialogs.

## Script for a Silent Short Film

### CLASS 1

**Materials:** sources of information about different silent films, information about each silent film, pencils, sheets of paper, colored pencils, and construction paper.

#### STEP 1

**1** Work in groups. Write the notes and answers to the questions from Exercise 9, page 78. You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Greet your students. Ask: *What is a silent film?* (a movie without any sound) *What features does a silent film require?* (title, music, sound effects, intertitles). Elicit different sources they used to look up their silent films and information about them. Monitor. If you have Internet access, you can have students research the silent film they chose on the Internet. Ask a volunteer from each group to mention the name of the silent film they chose and write them on the board. Ask another volunteer from each group to add some information about the film they chose and write it on the board. Tell students to discuss why they chose these movies and review the information they wrote in Lesson 1. Monitor and help. Ask students if they feel they know how to review films yet and how this skill is useful in other situations.

#### STEP 2

**2** Work in groups. Write the explanation for the scene from Exercise 9, page 81. You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Read the instructions for STEP 2 on page 88 out loud. Ask: *What scene did you choose? What was it about?* Tell students to evaluate their information, if the students feel there is not enough information to explain their scene, tell students to compare their notes with the other students from their group, and make a final version with all the information they deem necessary such as genre, main characters, actions, objects and settings. Ask students if they used auxiliaries and if

they wrote key words about the topic and values they identified in the scene. Ask students if they feel they know how to understand the general sense and main ideas of a silent short film and how this skill can be used throughout their lives.

#### STEP 3

**3** Write your sentences from Exercise 10, page 84, with the attitudes, intentions, and gestures that are adequate for them. You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Read the instruction out loud. Ask students *Do you remember what these descriptions refer to?* Elicit students' answers. Encourage them to mention why they wrote it for. What they learnt in the lesson (Lesson 3). Tell students to check the descriptions they wrote. Encourage them to look for possible mistakes (e.g. spelling, grammar, punctuation) and correct them. If they did not write enough information, tell them to complete the description. Encourage them to go back to lesson 3 and review the topic so they can add or change any of the sentences they wrote. Monitor and provide help. Once they have finished writing and improving the descriptions, make pairs. Explain to students that in turns they are going to read the descriptions to each other. Encourage them to give reasons to their answers. Monitor and promote respect. Have volunteers share their answers out loud. Elicit from students if there are similar descriptions about the character from the comic strip they chose. Promote respect. Ask students *What other situations would require to write lines and dialogs?* Give them enough time to answer the question.

► **Next class:** Tell students to bring their dialogs and notes from Class 1, markers, construction paper, and sheets of paper.

### CLASS 2

**Materials:** Dialogs and notes from Class 1, markers, and construction paper.

**Warmer:** Greet your students. Tell them that they are going to play a game called Charades. Divide the class into two groups and ask them to stand in line. Explain



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that they will think of a word, activity, character, or movie they have seen before. Once they have the word, activity, character or movie, they will mime it so the other members of the team can see it and guess the word, activity, character or movie. When times goes up, the team scores a point if they guessed correctly, if not, it is turn for the other team to do the same. At the end of the activity, the team that scores more points wins.

Set a time limit of 10 minutes to play this game.

### STEP-4

**4** Write a script using the dialogs you wrote from STEP 3 and add different features of a silent film like sound effects, intertitles, etc.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions for STEP 4 on page 89 out loud. Have students check the scripts they wrote for their scene. If they haven't included any features yet, encourage them to make intertitles with the construction paper, so they can introduce the scene. Tell them to add some sound effects when they perform their scripts to the class. Give each team some minutes to practice. Monitor and help. Tell students to leaf through the pages of the lesson to look for examples of intertitles. Encourage students to read their script out loud to check if there are any mistakes. Ask them Why do you think it is important to include instructions and interventions in a script for a film? Give them enough time to answer the question freely.

### STEP-5

#### Further practice

**5** When you are ready, take turns and practice performing your script. Remember to adjust your volume.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions for STEP 5 on page 89 out loud. Explain that students in each group will take turns to practice performing their script. Let each group come to the front to perform their script. Each group will include their sound effects, intertitles, and any other feature they deem necessary. Encourage them to show respect when their partners are acting. Finally, let students vote for the best performance.

### STEP-6

**6** Discuss in groups.

Explain that it is time for students to reflect on what they learned during the Final product. Have volunteers read the questions for STEP 6 on page 89 out loud. Give them 10 minutes to discuss the questions for this step. Monitor as students discuss. Once they finish discussing, ask groups to share their reflections with the class. Sum up by saying that students can use different contextual clues (e.g. music, sound effects, and intertitles), and include different emotions and intentions to make their dialogs more interesting. Tell students that it is important to know how to find useful information using different sources as they did in the first steps of their product.

Title **The History of Silent Movies**

Type of text Informative

Fact  
File

### Summary

How did movies start? Who made the first silent movies? What is an intertitle? Silent movies were movies without any sound. At the beginning, movies were quite simple, but as time went by, many inventors, such as Thomas Edison and the Lumière Brothers worked on machines that projected images leading the world to the movie era. In the era of silent movies, silent movies entertained many people for many years. But everything comes to an end, the first synchronized music track on disc to accompany a movie finally appeared in 1926. This was the end of the silent era.

## First Reading

Ask students to open their Readers to page 60. Read the title out loud: *The History of Silent Movies*. Ask: How often do you go to the movies? What type of movies do you like? Do you know any fact about the history of the silent movies? Elicit answers. Write on the board: Lumière Brothers, Thomas Alva Edison, and George Eastman and ask students if they know who these people are. Elicit answers. Review movie genres with students if necessary. Put students in pairs. Tell them to discuss the pre-reading questions. Encourage them to use English. Have volunteers share their answers.

Ask students to open the Reader book to page 71. Read the instructions for Exercise 1 out loud. Have students read the chapter individually and do the exercise. Encourage them to underline the evidence for their answers using a highlighter. Have them compare their answers with a partner. Read the instructions for Exercise 2 out loud. Have volunteers read the questions out loud. Ask them to reread the text and underline evidence for their answers with a different color. Monitor. Have students compare their answers with a partner. Elicit answers. Review some reading strategies, like skimming and scanning, and the use of contextual clues they learned in Unit 2 to understand the words they don't know.

## Second Reading

Greet your students. Elicit what students remember about the chapter. Tell them to open their Reader book to page 60 and read the chapter individually. Monitor. When students finish, ask: *Do you think silent movies were better than modern movies? Do you think body language is the same in all cultures?* Elicit answers.

Tell students to open their Reader Book to the Extension Activities on page 71. Read the instructions

for Exercise 3 out loud. Then put students in pairs. Have some volunteers read the questions out loud, and give them enough time to answer the questions and when they finish, tell students to discuss their answers and make a conclusion for each question. Encourage them to write their notes in their notebooks.

Next, read the instructions for Exercise 4 on page 72 out loud. Tell students to work with their partner from Exercise 3. Explain that students are going to discuss with their partner which are the most important facts in the history of the silent movies. Encourage them to leaf through the pages to look for these facts and ask them to write them in their notebooks. Once they finish, tell students to order the facts chronologically. Monitor. Give them time to complete the timeline from Exercise 4 on page 72. Ask volunteers to share their answers.

1 1 F 2 T 3 T 4 F

2 1 With gestures and expressions. 2 Cards with information that could not be presented as part of the action. 3 time, place, and plot. 4 No, there wasn't. 5 In white letters on black backgrounds. 6 In 1926.

3 Answers may vary.

4 Answers may vary.

## Lessons

**1 Go back to page 78, Exercise 10 and share with a classmate two features silent films have.**

Greet your students. Explain that today they will self-assess their learning during the unit. Tell students to open their Student's Book to page 90. Read the instructions out loud. Tell students to turn to page 78 in their Student's Book and read the instructions for Exercise 10 individually. Put students in pairs. Tell them to discuss the features that silent films must have and which of them they identified on the silent films they researched on the web. Monitor and encourage them to give reasons for their answers. Ask volunteers to share their answers with the class.

**2 Go back to page 81, Exercise 10 and share with the class what strategies you learned to understand the main idea.**

Read the instructions on page 90 out loud. Tell students to turn to page 81 and read the instructions for Exercise 10 individually. Elicit the strategies that students learned to compare ideas and write them on the board. Sum up by saying that scenes are supported by different resources to transmit an idea, especially when we talk about silent films.

**3 Go back to page 84, Exercise 11 and share why it is important to use clues and predict scenes when you want to write dialogs.**

Read the instructions on page 90 out loud. Tell students to turn to page 84 and read the instructions for Exercise 11 individually. Put students in groups. Tell them to reflect on what they learned in Lesson 3 and discuss why it is important to use clues and predict scenes when you want to write dialogs. Monitor and help. Encourage students to use English. Have volunteers share their reflections with the class.

**4 Go back to page 87, Exercise 6 and discuss what steps you followed to write a script.**

Read the instructions on page 90 out loud. Tell students to turn to page 87 and read the instructions and questions for Exercise 6 individually. Ask: How many steps did you follow to write a script? What do you do to write a script? Which step do you think it is the most

important? Put students in groups. Tell them to discuss the questions. Monitor and help. Have volunteers share their reflections with the class. Sum up by saying that students can use the strategies to help them make decisions in many areas of their lives.

## Final Product

**5 Use your answers to STEP 6 on page 89 to write a summary about your development.**

Prompt students to turn to page 89 and read the instructions for STEP 6 of the Final Product individually. Tell them to read the questions and review what they discussed. Ask students to turn back to page 90. Explain to students that, individually, they are going to write a summary using the information they discussed in STEP 6. Model the activity. Write on the board the possible beginning to their paragraph: *I found ... useful because ... The strategies that were most useful for me are ... because ... I think that now I am able to express pros and cons to come to an agreement because ...* Tell students to write their summary and to edit it once they have finished it.

## Conclusion

**6 Write down two things you need to improve and plan when and how you will work on them.**

Read the instructions on page 90 out loud. Explain to students that they are going to write what skills they consider they have to improve individually (e.g. I sometimes have a bad attitude when I discuss ideas and proposals with my partners.). Clarify that they can write about any skills they learned or practiced in the unit. Monitor and provide help. Then tell students to write how they can improve and practice the skills (e.g. I will try to identify contextual clues when I want to understand the main idea.). Put students in small groups. Tell them to take turns to share their answers with their partners. Monitor and help. Have some volunteers share their answers with the class.



# Unit 6

**Social Learning Environment:**

Recreational and Literary

**Communicative Activity:**

Recreational expression.

**Social Practice of the Language:**

Produces constructive forecasts for others.

**Final Product:** Forecasts.

Lesson	Activities	Pages
	<i>Provide samples of forecasts and make links with your students previous knowledge for them to be able to:</i>	
Explore	<ul style="list-style-type: none"> <li>Analyze topic, purpose, and intended audience.</li> <li>Value the use of graphic and textual components.</li> <li>Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.).</li> <li>Compare opinions.</li> </ul>	93-95
	<i>Provide models of forecasts to your students and encourage them to:</i>	
Learn	<ul style="list-style-type: none"> <li>Compare sentences with future, past, and / or present verb forms.</li> <li>Understand sentences that describe future situations (<i>will, shall, be + going to</i>).</li> </ul>	96-98
	<i>Create the necessary conditions for your students to learn, in a ludic way, how to:</i>	
Apply	<ul style="list-style-type: none"> <li>Distinguish future tense uses (e.g. making predictions, expressing intentions, etc.) in forecasts.</li> <li>Listen to forecasts and discover future verb forms.</li> <li>Analyze forms of expressions with others.</li> <li>Make and respond questions to make forecasts based on present situations (e.g. What will happen if ...? If we study, we will ...).</li> </ul>	99-101
	<i>Foster a collaborative atmosphere between students and guide them to understand different ways to:</i>	
Create	<ul style="list-style-type: none"> <li>Analyze letter clusters which are non-frequent or absent in their mother tongue (e.g. sh, ll).</li> <li>Extend repertoires of words to express future.</li> <li>Write questions and sentences that describe future actions.</li> <li>Link sentences with connectors to write forecasts about real or fictitious situations.</li> <li>Promote feedback between classmates.</li> <li>Check spelling in pairs.</li> </ul>	102-104



- Analyze topic, purpose, and intended audience.
- Value the use of graphic and textual components.
- Understand sentences that describe future situations (*will, shall, be + going to*).

### CLASS 1

**Materials:** Strips of paper with predictions (at least one strip per student), a paper bag, newspapers and magazines that include articles that make predictions.

**Warmer:** Greet your students. Tell students to open their books to page 92. Hold up your book to page 92. Point to the picture. Elicit a description of it. Ask students: *Who is in the picture? What is happening? How do you think she feels?* Encourage them to use English. Read the questions out loud. Put students in pairs. Tell students to discuss the question with their partner. Monitor and promote respect. Have volunteers share their answers with the class.

### Activate

**1 Work in groups. Look at the texts and discuss the purpose of each one.**

Hold up your Student's Book and open it to page 92. Guide students to identify situations in which forecasts are made. Point to Text 1. Ask: *What is this?* (a weather forecast chart) *What is it for?* (to predict the weather) *Where can you see this kind of chart?* (newspapers, mobile phone apps, the Internet, news broadcasts) *Do you consult weather forecasts?* Elicit answers. Point to Text 2 and ask: *What is this?* (a text message chat) *Is this a formal weather forecast?* (No, it is a personal prediction based on an observation.) Point to Text 3. Ask: *What are these?* (fortune cards) *Where can you find these kinds of cards?* (forecast games, fortune tellers) *Have you seen / used these types of cards?* Elicit their answers. Point to Text 4. Ask: *Where can you find this type of text?* (newspapers, sports magazines) *Have you ever seen one like this? Do you like reading this kind of text? Why?* Elicit answers. Read the instructions out loud. Put students in small groups. Explain that they are going to analyze and discuss the texts on pages 93–94. Tell them to discuss the purpose of each text. Remind them to consider all the aspects mentioned previously. Refer students to the Glossary on page 108 to clarify the meaning of words. Monitor. Let them

- Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.).
- Compare opinions.

compare their conclusions with another group. Have volunteers share their conclusions with the class.

**Answers:** **Text 1:** to inform about the weather **Text 2:** to share observations about the weather **Text 3:** to predict a person's future **Text 4:** to inform about possible outcomes of sports events

### Optional Exercise

Put the folded strips with predictions in a paper bag. Tell students you are a fortune-teller and will predict their future. Put students in small groups. Ask them to take a strip from the bag, open it, and read their prediction out loud. Say: *Imagine the prediction comes true. What would you do?* Monitor and help as students discuss the predictions. Encourage them to use English.  
**Time:** 5–10 minutes

### Identify

**2 Work in groups. Discuss other situations in which forecasts and predictions are made.**

Ask students to brainstorm and discuss other situations in which forecasts and predictions are made. Prompt them to think about other topics where predictions can be made (economics, music, movies, inventions, events, etc.). Use a spider web organizer to write their ideas on the board. Write the word *predictions* in the center and the topics on the branches. Set a time limit for them to brainstorm and then discuss. Monitor and help. Stop the discussion. Elicit answers. Ask: *What situation was mentioned the most?* Elicit the answer.

**Answers:** Answers may vary.

**3 Read the texts in Exercise 1 and complete the table.**

Read the instructions out loud. Copy the table to the board. In order for students to analyze topic, purpose, and intended audience, and to value the use of graphic and textual components, explain that they are going to use the conclusions of their discussion from Exercise 1 to complete the table. Put students in pairs. Have volunteers read the questions out loud. To model the exercise, ask students to complete the first column by

answering the questions for Text 1. Provide time for students to answer. Monitor. To check answers, read Question 1 and elicit the answer. Write the answer on the board. Read Question 2 out loud. Review with students why people check weather reports. Guide them to mention that people read them because they want to know what the weather will be like in the near future, so the purpose of this text is to inform about the weather. Write the answer on the board. Read Question 3 out loud. Elicit who checks this kind of prediction. Ask: *Do you check it? Do you know anyone who does?* Guide students to mention that anyone who wants to know the weather forecast can check this type of text. Write the answer on the board. Read Question 4 out loud and elicit the answer. Write the answer on the board. Read Question 5 out loud. Guide students to notice that it is a web page. Write the answer on the board. Tell students to individually complete the table with information about Texts 2, 3, and 4. Encourage them to consider the questions you asked when checking the answers for Text 1. Have students do the exercise. Monitor and help. Ask them to compare answers with a classmate. Have volunteers go to the board to complete the table.

**Answers: Text 1:** 1 weather 2 to inform about the weather 3 people who want to know the weather 4 both, mainly symbols 5 web page **Text 2:** 1 weather 2 to share observations about the weather 3 friends 4 both 5 text message **Text 3:** 1 the future 2 to predict about a person's future 3 teenagers, fortune tellers 4 both 5 a forecast game **Text 4:** 1 hockey 2 to inform about possible outcomes of sports events 3 people who like hockey 4 words 5 sports magazine

Put students in pairs. Distribute newspapers and magazines. Ask students to look for texts that make predictions (e.g. weather forecast charts, sports articles with predictions, and horoscopes). Tell them to read the texts they consider most relevant. Ask them to read the questions in Exercise 3 again and discuss them with their partner. Encourage students to make a chart similar to the one in Exercise 3. Draw students' attention to the Skills box and have a volunteer read the information out loud. Ask: *Do you notice different pictures, symbols, and length for articles with different topic, purpose, and addressee?* Monitor as students discuss. Elicit the answers.



## CLASS 2

**Warmer:** Greet students. Choose an event that will happen in the near future in your community (e.g. a soccer game) and ask questions about it. For example, for a soccer game, ask: *Who do you think will win? Why? If you want to know more about this event, where can you look for the information?* (a newspaper, the Internet) Conduct a class poll to see how many people are interested in learning more information.

### Figure out

**4 Match the categories from the box to the sentences.** Tell students to open their Student's Books to page 95. Read the instructions and the categories from the box out loud. Ask: *What is a weather forecast?* (a prediction about the weather based on previous evidence, like in Exercise 1, Text 1) *What is a sports forecast?* (a prediction about sports based on previous evidence, like in Exercise 1, Text 4) *What is a general future prediction?* (a prediction about another topic based on previous evidence or intuition, like in Exercise 1, Text 3) *What is a prediction based on present evidence?* (a prediction based on something that is happening right now, like in Exercise 1, Text 2) Elicit the answers and answer any questions students may have. Have volunteers read the sentences out loud and copy them to the board. Tell students to do the exercise. Let them compare their answers with a classmate. Elicit the answers.

Help students contrast types of sentences to express forecasts. Draw students' attention to the sentences on the board. Have different volunteers underline the verbs (e.g. won't use, will be, etc.). Have students identify which sentences in the exercise are affirmative, negative, and interrogative. Write the affirmative form for the simple future tense on the board: *subject + will + verb in simple form + complement*. Ask: *What types of forecasts and predictions use "will"?* (weather forecasts, sports forecasts, general future predictions) *Are we completely sure that these events will happen?* (no) Highlight that sentences with *will* make predictions about the future that are uncertain. Elicit the negative form and write it on the board: *subject + will not (won't) + verb in simple form + complement*. Elicit the interrogative form and write it on the board (*Will + subject + verb simple form + complement?*) If students do not know or remember the forms, provide them. Write the affirmative form for *be going to* on the board:

*subject + (be) + going to + verb in simple form + complement.* Ask: *What types of forecasts and predictions use "be going to"?* (predictions based on present evidence) Have students focus on Sentence 5 and contrast it with the other sentences. Tell them *be going to* is for predictions that are more certain because they use present evidence (they make a logical assumption). Elicit the negative and interrogative forms and write them on the board (*Negative: subject + (be) not + going to + verb in simple form + complement. Interrogative: (Be) + subject + going to + verb in simple form + complement?*). If students do not know or remember the forms, provide them. Have students write the forms in their notebooks for future reference.

**Answers:** 1 general future prediction 2 sports forecast  
3 weather forecast 4 general future prediction 5 prediction based on present evidence 6 general future prediction.

### Optional Exercise

If time allows, put students in pairs. Ask them to write a prediction for each of the categories in the box in Exercise 4. Encourage them to use the three forms of the future, if possible. Monitor and help. Have pairs share their predictions with the class.

**Time:** 5 minutes

## Practice

**5 Look at the newspaper and complete each section with one sentence from Exercise 4.**

Ask a volunteer to read the instructions out loud. Explain that students are going to individually look at the newspaper and value the use of graphic and textual components in order to decide where to write the sentences. Draw students' attention to the first picture. Ask: *What is the topic?* (the weather) *What sentence from Exercise 4 is about the weather?* (Sentence 3) Elicit answers. Have students write the sentence in the first column. Tell students to follow the same procedure to find the sentences for Columns 2 and 3. Monitor and help. Encourage them to highlight the verbs. Let students compare their answers with a classmate. Elicit the answers.

**Answers:** 1 Tomorrow will be sunny and hot. 2 Santitos will probably win the soccer game. 3 You will find love and happiness.

## STEP-1

**6** Work in groups . Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 1 of the Final Product. Tell students to take out the reference material they brought about forecasts (weather forecast, sports forecast, general future prediction, prediction based on present evidence). If you have Internet access, have students research additional forecasts on the Internet. Draw the table on the board. Ask students to open their books to page 105. Read the instruction out loud. Tell students to individually complete the table using the information from the material they brought. Model the exercise. Tell students to choose a topic. Write it on the board under the heading *Text 1*. Ask students each of the questions. Elicit an answer. Write it on the board. Monitor and provide help. Suggest students exchange material with their partners so they have a variety of topics. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

## Reflect

**7 Share your findings with a classmate.**

Read the instruction out loud. Tell students to look for a partner with whom they haven't worked with throughout the lesson. Explain to students that with their partner they are going to share their findings. Tell them to discuss their answers and their predictions towards them. Monitor and promote respect. Have volunteers share their answers. Encourage students to mention the source of their information.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 107.

**Next class:** Class CD.

Revise samples of written forecasts.



- Compare opinions.
- Compare sentences with future, past, and / or present verb forms.
- Understand sentences that describe future situations (*will, shall, be + going to*).

### CLASS 1

**Materials:** Strips of paper with different topics (e.g. career, technology, nature, family), a small bag.

**Warmer:** Greet your students. Put students in small teams. Put the strips of paper with different topics in the small bag. Explain to students that they will take out a strip of paper from the bag. They are going to read the topic written on it and make predictions towards the topic. Model the exercise. Take out one paper. Read the topic (e.g. technology). Prompt the exercise (e.g. *I think in the future people will be able to turn on electric devices with the mind*). Elicit some other predictions. Promote respect when taking turns. Give some time for students to discuss the topics. Monitor. Have volunteers share their answers.

### Activate

**1 Work in pairs. Look at the word cloud and circle the things you think will change in the future.**

Ask students to open their Student's Books to page 96. Read the instructions out loud. Put students in pairs. Hold up your Student's Book and open it to page 96 and point to the word cloud. Have volunteers read some of the words out loud. Elicit sample predictions about the topics in the word cloud. Ask them to explore the word cloud. Refer students to the Glossary on page 108 to clarify the meaning of words. Have students do the exercise. Monitor. Let them compare their answers with another pair. Prompt volunteers to say what they think will change. Encourage them to say how they imagine things will be different in the future.

**Answers:** Answers may vary.

### Identify

**2 Read the text and answer the questions in your notebook.**

Ask students to skim the text and find out if any of the predictions mentioned in the exercise at the beginning

- Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.).
- Listen to forecasts and discover future verb forms.

of the class are mentioned in the text. Monitor as the students skim the text individually. Have volunteers share their findings with the class. Read the instruction out loud. Explain to students that they are going to individually read the texts in order to answer the questions. Refer them to the Glossary on page 108. Read the questions out loud. Tell students to reread the text and answer the questions. Encourage them to underline the evidence to their answers in the text. Let students compare their answers with a partner. Have volunteers share their answers to the class. Ask students: *Which are the predictions that you think will probably happen? Why?* Elicit students' answers. Have volunteers share their answers with the class.

**Answers: 1** The pages were tablets on clay or wood.

**2** make phone calls **3** In London, England. **4** Listen to the radio. **5** In multimedia devices. **6** No, it will be grown on Mars. **7** Yes, it is.


**3 Work in pairs. Copy the organizer in your notebook and complete it with the time expressions in bold from Exercise 2.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud. Have students work in pairs. Tell students that to compare sentences with past, present, and future verb forms, they are going to classify the time expressions according to the verb tenses they are used with. Copy the graphic organizer to the board. Write the example. Read a few sentences from Exercise 2 and elicit the time expressions and where they go. Ask students to do the exercise. Monitor. Let them compare answers with another pair. Have volunteers complete the graphic organizer on the board. Let them correct their own work.

**Answers: Past:** Many years ago, In the 1960s, Before, In the past **Present:** Now, Today **Future:** In the future, A few years from now, Soon

## Figure out

**4**  Read the predictions. Use the symbols to indicate your opinion about how probable the predictions are for the year 2030. Listen to compare your answers.

Ask students to open their Student's Books to page 97. Read the instructions out loud. Have volunteers read the sentences under each picture out loud. Copy the chart with phrases they will use to make predictions to the board. Read each phrase out loud. Explain that they are going to write checkmarks or Xs on the line based on what they think will happen in the future. Emphasize with gestures the words *definitely* (without any doubt) and *probably* (likely). Model the exercise. Read the first sentence out loud. Elicit their predictions and write checkmarks or Xs accordingly. Then ask students to make their predictions individually. Refer students to the Glossary on page 108 to clarify the meaning of words. Monitor and help. Let them compare their predictions with a classmate. Encourage them to give reasons for their answers. Tell them you will play the Class CD for them to compare their answers. Clarify that their answers may be different because the predictions are not facts, just opinions. Play the Class CD. Have volunteers say the opinions from the Class CD and if they agree or disagree with the predictions.

**Answers:** Answers may vary.

In the middle of the board, write *Future*. On one side of the board write *Will*, and on the other write *Be Going To*. Elicit a sentence from Exercise 2 that contains the future *will* and one with the future *be going to*. Write each sentence under the correct heading. Review how to form sentences in the future with both *will* and *be going to*. Elicit the forms and write them on the board under the correct headings.

Read the information in the Language box out loud. Guide students to notice that the example sentences are short answers. Explain that students can use short answers to respond to questions about the future. Write the short answer forms on the board. Under the heading *Will* write: *Affirmative: Yes, + subject + will. Negative: No, + subject + won't.* Under the heading *Be Going To* write: *Affirmative: Yes, + subject + (be). Negative: No, + subject + (be) not.*

▼ **Next class:** printed weather forecasts, articles with sports event predictions.

## CLASS 2

**Materials:** printed weather forecasts, articles with sports event predictions.

**Warmer:** Greet your students. Put students in small groups. Give each group a weather forecast or an article with sports predictions. Explain that they are going to use the printed materials to make predictions about the near future. Encourage them to use the words *probably* and *definitely* in their predictions. Elicit the use of each word. Model the exercise (e.g. sports forecast: Mexico's soccer team will probably win the championship). Monitor and help. Let students compare their predictions with a partner. Have volunteers share their answers with the class.

## Practice

**5** Complete the predictions using different variations of the auxiliary verb *will*. Check answers with a partner.

Draw students' attention to the board. Write the heading *Will* on one side and *Be Going To* on the other. Have volunteers go to the board to write the forms for the two future tenses. Ask students to open their Student's Books to page 97. Read the instructions out loud. Model the exercise by writing the incomplete first prediction on the board in the correct column and having a volunteer go the board to complete it. Tell students to individually complete the sentences so they can understand sentences that describe future situations. Monitor and help. Let students compare their answers with a classmate. Have volunteers say their answers out loud.

**Answers:** 1 Will 2 Will, won't / will not 3 they will  
4 we won't / will not 5 will 6 They will 7 Are 8 isn't / is not

**6** Work in pairs and follow the instructions. Answer the questions.

Draw students' attention to the picture. Ask students: *What is this? Have you ever written a letter?* Elicit students' answers. Encourage them to use English. Tell students to skim the text to get the main idea. Monitor.

Elicit students' main idea. Tell students to scan the text. Refer students to the Glossary on page 108. Read the instruction out loud. Put students in pairs. Explain to students that they are going to reread the text and follow the instructions with their partner. Monitor as the students perform the task. Let students compare their answers with another pair. Have volunteers say the answers out loud. Explain to students that they are going to answer the questions. Have a volunteer read the questions out loud. Explain to students that individually they are going to answer the questions. Encourage students to highlight the evidence to their answers. Monitor. Let students compare their answers with the same partner they are working with. Have volunteers share the answers with the class. Ask students: *Do you agree with what Susan says in her letter? Why/Why not? What's your prediction towards the same topic?* Elicit students' answers. Encourage them to use English.

**Answers to the instructions: Events about the past:**

We played marbles in the street, we used phones to communicate. **Events about the present:** Kids sit and play videogames, everyone sends messages, they do it all in computers. **Future forecasts:** There won't be many printed books by 2030. **Answers to the questions:** 1 Kids played marbles in the street, people used phones to communicate.; 2 There won't be many printed books by 2030.

**STEP 2**

**7 Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 2 of the Final Product.

Hold up your book to page 98. Point to the text. Have a volunteer read the text out loud. Ask students: *What's your opinion about this? Can you complete the prediction?* Elicit students' answers. Encourage them to use English. Read the instruction out loud. Tell students to go to page 105. Explain to students that they are going to make a list of predictions based on the forecasts they researched in Exercise 1 on the same page. Model the exercise. Elicit the phrases to talk about predictions for the future (Page 97, Exercise 4). Elicit a prediction. Write on the board your opinion (e.g. *I think that it will*

*probably happen that the taxis will be driven by a robot.*). Tell students to complete their list. Monitor and provide help. Have some volunteers share their answers with the class. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

Read the information in the box out loud. Tell students that in the texts in Exercises 2 and 6 there are some expressions that refer to the present, past and future, as well as verb tenses. Write on the board three headings *Present, Past, and Future*. Tell students to go back to those exercises to look for the expressions that refer to each verb tense. Elicit the expressions for the past (e.g. Before, A few years from now, etc). Follow the same procedure for the next headings. Write the information under the correct heading. Also elicit the verbs used in each tense. Using the expressions from the board, ask students to make predictions about the future comparing the present, the past and the future. Promote respect when taking turns of participation.

**Reflect**

**8 Answer the questions and share your conclusions with the class.**

Read the instruction out loud. Tell students to individually answer the questions based on what they did throughout the lesson. Read the questions out loud. Monitor as the students answer the questions. Put students in small teams. Tell students to discuss their answers with their partners. Monitor and promote respect. Have volunteers share their conclusions with the class. Encourage them to mention the reasons to their answers.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 107.

**Next class:** Class CD.

Revise samples of written forecasts.



- Distinguish future tense uses (e.g. making predictions, expressing intentions, etc.) in forecasts.
- Listen to forecasts and discover future verb forms.
- Analyze forms of expression with others.
- Make and respond questions to make forecasts based on present situations (e.g. What will happen if ...? If we study, we will ...).
- Show a critical and self-critical constructive attitude, to evaluate one self's and classmates' strengths.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet students. Write the following words on the board: *study, borrow, lend, pick up, ticket, wash, team, project, finish, meet*. Put students in groups of three. Explain that they are going to play *Hangman* using the words on the board. Elicit the rules for the game. Monitor and encourage students to show respect when taking turns and participating. When they guess a word, ask them to try to give the meaning for each word. Encourage them to use English.

## Activate

**1 Work in pairs. Decide which text shows a series of premeditated plans and which shows a series of predictions.**

Ask students: *Do you keep a record of your plans? What do you use?* (e.g. an agenda, sticky notes, calendar in a smart phone) *What kinds of activities do you record?* Encourage students to use English. Ask students to open their Student's Books to page 99. Hold up your Student's Book, open it to pge 99 and point to the texts. Elicit a description of each text. Put students in pairs. Explain that they are going to decide which of the two texts shows premeditated plans and which shows a series of predictions. Monitor and help. Encourage students to mention the evidence for their answers. Have volunteers share their answers with the class. Encourage them to mention the reasons for their answers.

**Answers:** 1 premeditated plans 2 series of predictions

## Identify

**2** Listen to Wendy's plans. Check (✓) on Wendy's daily planner in Exercise 1 what she plans to do and put a question mark (?) next to the activities she does not mention.

Draw students' attention to Text 1 from Exercise 1. Ask: *What is this?* (a daily planner) *What do you use it for?* (a remember your plans) *Do you have one of these?* Elicit students' answers. Let them share their comments on and experiences with planners. Explain that, individually, they are going to examine Wendy's planner. Ask: *What plans does Wendy have for next week?* Let them examine the planner and elicit answers. Ask: *What is she going to do on Monday?* Elicit the answer (visit her Grandma and borrow a suitcase). Choose volunteers to mention Wendy's activities during the rest of the week. Tell students you will play the Class CD for them to mark Wendy's activities in the agenda according to the instructions. Clarify that Wendy does not mention all of the plans in the planner. Play the Class CD for students to do the exercise. Monitor. Play the Class CD for students to check their answers. Have volunteers say the answers out loud.

**Answers:** (✓): visit Grandma / borrow suitcase, study for French exam, pick up airplane ticket, wash clothes for trip, go for a run, meet girls for coffee (?) : watch a movie with Sam, French exam!, meet team / work on project, Bob's birthday / call him, finish project

**3 Answer the questions using the information from Exercises 1 and 2.**

Read the instructions out loud. Have volunteers read the questions out loud. Have students do the exercise. Check answers as a class and ask questions to help with comprehension. Read the first question out loud and elicit the answer. Ask: *What is Wendy going to do on Saturday?* (pack) Read the second question out loud and elicit the answer. Ask: *Does Wendy plan to study for her French exam?* (yes) *How do you know?* (She makes a plan with Rita to study on Tuesday morning.) Elicit answers. Ask students to go back to the planner and look at Wendy's plans. Ask: *Is that exercise included in her planner?* (yes) Elicit answers. Read the third question out loud and elicit the answer. Ask: *How do you know that packing for the trip on Saturday is a last-minute decision?* Help them notice that she uses the expression *I guess*. Point out that she also uses *will* and

not *be going to*. Explain that *be going to* is used for pre-planned activities and *will* is used for plans made at the moment.

**Answers:** 1 no 2 on Tuesday morning 3 She decides to pack for the trip on Saturday.

## Figure out

**4 Work in pairs. Read the conversations. Match the underlined sentences to the idea they express.**

Have different volunteers read the conversations out loud. Ask students to consider the verbs in bold in each underlined sentence. Elicit the verbs. Tell them to match the conversations to the idea each conversation reflects. Have volunteers read the concepts. Ask them to match the conversations to the concepts individually. Monitor and help. Let them compare answers with a partner. Point out that the expression *I think* gives the idea of deciding at the moment of speaking. Remind them of the two uses of *will* (used to make general predictions and to make decisions at the moment of speaking) and the two uses of *going to* (used for plans that were arranged previously and for predictions based on present evidence).

**Answers:** 1 c 2 b 3 d 4 a

Next class: Class CD, pencils.

## CLASS 2

**Materials:** Class CD, pencils.

**Warmer:** Greet students. Put students in pairs. Explain that they are going to play a guessing game. Clarify that students have to take turns to try to guess the activities their partner will do next week (e.g. On Monday you will go to the library). Partners then have to guess if the plans are real plans (true) or fake plans (false). The first student then has to confirm or correct the guess. Monitor and help. Have volunteers share their plans with the class.

## Resources

You can use Poster Unit 6 from the Class CD for an alternative Warmer. Explain that students are going to make predictions about events in their future. Write the year 2026 on the board. To model the exercise, point to the picture of a high school graduation (year 2026) and say: *You will graduate high school in 2026*. Write the sentence on the board for reference. Write different dates on the board when you predict that students will live the events in the poster (e.g. 2031 for college graduation, 2033 for marriage, 2035 for having children, 2060 for becoming grandparents, 2065 to have a flying car, etc.). Point to different pictures and have volunteers make predictions about when the events will occur. Suggest that they look at the sentence on the board for help. Repeat the procedure with several pictures.

## Practice

**5 Complete the sentences with the appropriate form of *be going to* or *will*.**

Ask three or four students to share plans from the Warmer (e.g. Tania will go to the theater on Saturday). Remind students to use *will* to mention plans. Ask students to open their Student's Book to page 100. Read the instructions for Exercise 5 out loud. Explain that students have to decide which verb to use from the context. Have volunteers read the sentences out loud. Encourage students to look for key words that help them decide if a sentence is a preplanned decision or a prediction. Monitor and help. Let them compare answers with a classmate. Elicit the answers. Encourage them to give the evidence for their answers.

**Answers:** 1 will 2 am going to 3 will 4 is going to 5 am going to 6 will 7 is going to 8 will

**6 Work in groups. Read the predictions and answer the questions on page 101.**

Read the title out loud. Ask students: *Which do you think the craziest prediction is?* Encourage students to make crazy predictions without reading the ones in the book yet. Read the instruction out loud. Have a volunteer read the first crazy prediction. Elicit students' opinion about it. Remind them about the use of the phrases to express their opinion from Exercise 4, page 97. Model the answer (e.g. *It will probably happen*). Read the predictions, one by one. Elicit students'

answers. Promote respect. Tell students to individually answer the questions on page 101. Have a volunteer read the questions out loud. Tell students to answer the questions using complete sentences (e.g. If an alien arrives, the NASA will probably locate their spaceship and take them to a laboratory to study them.). Encourage students to use appropriate verbs for their answers. Monitor and provide help. Have volunteers share their answers with the class.

**Answers:** Answers may vary.

**STEP 3**

**7 Work in pairs. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 3 of the Final Product. Tell students to go to page 106 Step 3 and write their own questions about the future, similar to those in Exercise 6 (*What will happen if scientists locate an alien in the future?*). Elicit different examples (*What will happen if doctors are assisted by robots instead of nurses after 2050?*) Remind them to use expressions that refer to the future, as well as the correct verb tense.

Monitor and provide help. Encourage them to ask their questions to different partners and to express their predictions using the future tenses they have been practicing. Finally have them add information to their forecasts. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Reflect**

**8 Work in groups. Answer the questions.**

Read the instruction out loud. Put students in small groups. Tell students to discuss the questions with their group. Have a volunteer read the questions out loud. Tell students to first share and give their opinions about the predictions they made in Exercise 7. To encourage a critical and self-critical constructive attitude, have them answer the first question in Exercise 8. Next, in turns they are going to answer question two. Encourage them to give reasons for their

answers. Monitor and promote respect as the students perform the task. Have some volunteers share their answers with the class.

**Answers:** Answers may vary.

You can use Poster Unit 6 from the Class CD for further practice. Display the poster. Elicit a description of each image. Put students in pairs. Tell them to predict which future life events will happen to them and their partners. Model the exercise. For example, say: *I think I will (have children) in 2022. I think (student) will travel to a foreign country in 2025.* Monitor as students make predictions. Have volunteers share their answers with the class.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 107.

► **Next class:** Class CD, copies (one for each group of four to five students) of a word soup with the words: *shower, bill, unplug, chairman, headlines, garbage, sources, faucet, energy.*

Formulate and respond questions to understand forecasts.



- Extend repertoires of words to express future.
- Analyze letter clusters which are non-frequent or absent in their mother tongue. (e.g. sh, ll).
- Write questions and sentences that describe future actions.

### CLASS 1

**Materials:** Class CD, copies of the word *soup* you made (one for each group of four to five students).

**Warmer:** Greet your students. Put students in small groups. Write on the board: *Movies that talk about the future*. Read the heading on the board. Tell students to talk about movies that refer to the future with their group. Say the name of a movie about robots that you know and write it on the board. Ask students: *Have you seen the movie? What is it about?* Elicit students' answers. Encourage them to use English and to provide as many detailed information as they can (e.g. how the robots in the movie look like, the setting of the movie, the plot, etc). It is probable that the students know the name of the movies in Spanish, let them use the name in Spanish so they identify the movie and are able to participate. Ask them: *Do you think all those things will happen in the future?* Elicit students' answers.

### Activate

**1 Work in pairs. Discuss and answer the questions.** Ask students: *How do you think your city / town will look like 20 years from now?* Put students in pairs. Tell students to discuss the question with their partner. Encourage them to use English.

Tell students to open their books to page 102. Hold up your book to page 102. Point to the two pictures. Elicit a description of both pictures. Ask students: *Do you think your city / town will look like any of these in the future? Did you mention something like this at the beginning of the exercise?* Elicit students' answers. Read the instruction out loud. Tell students to discuss the questions with their partner.

Read question 1. *What do you think the future of our planet will be?* Give some time for students to discuss the question. Encourage them to think about the problems that affect the planet nowadays (e.g. pollution, excess of trash). Monitor and help as they discuss their answers. Read question 2. *Will the environmental problems we live today be solved?* Tell

- Model other forms of asking and answering questions.
- Link sentences with connectors to write forecasts about real or fictitious situations.
- Promote feedback between classmates.
- Check spelling in pairs.

students to mention the environmental problems that currently exist and to mention why they think those problems will / won't be solved. Monitor and help. Read question 3. *What other problems do you think we will face in the future?* Encourage students to think about the problems people will face in the near future based on the current existing problems. Monitor and help. Have volunteers share their answers with the class.

**Answers:** Answers may vary.

### Identify

**2 Read the students' blog and answer T (True) or F (False) on page 103.**

Read the title of the text out loud. Ask students: *What do you think the text is about?* Elicit students' answers. Tell students to skim the text to check their predictions. Elicit students' answers.

Read the instruction out loud. Tell students to individually read the text. Refer students to the Glossary on page 108. Monitor and provide help. Tell students to individually reread the text in order to answer T (True) or F (False) to the sentences. Have a volunteer read the sentences out loud. Monitor as the students perform the task. Encourage them to underline the evidence to their answers. Let students compare their answers with a partner. Have volunteers share their answers with the class. Encourage students to make the False sentences into True ones. Ask students: *Which of the proposals would you support? What would you do to preserve the environment where you live?* Elicit students' answers.

**Answers:** 1 T 2 F 3 F

## Figure out

**3 Unscramble the questions about the information from the text in Exercise 2. Use the answers to the questions to guide you.**

Read the instruction out loud. Tell students to individually unscramble the words to make an appropriate question to each answer. Model the exercise using question 1. Tell students to analyze the words for the questions. Read the question out loud. If necessary, answer question 2 with them. Follow the same procedure. Tell students to perform the task individually. Write the future sentence from Question 3 on the board. Have students identify the part of the sentence that is a present action and the part that indicates a prediction based on that action. Have students look back at the text in Exercise 2 and identify two more sentences that use this structure. Monitor and provide help. Let students compare their answers with a partner. Have volunteers go to the board to write the answers.

**Answers:** 1 What will happen if we continue producing big amounts of garbage? 2 What will happen if we keep on cutting trees? 3 What will happen if natural areas are destroyed? 4 What will happen if we turn off (the TV)? 5 Are there any solutions to these problems?

## CLASS 2

**Warmer:** Greet your students. Ask students to get in pairs. Write on the board the following questions: *What do you do to protect the environment? Do you know any government or school campaign to protect the environment? What does it consist of?* Tell students to discuss their answers with their partner. Encourage them to provide detailed information [(e.g. *I recycle trash at home. In the school there are two kinds of trash cans, one for organic (green) and one for inorganic trash (gray)*)]. Monitor and promote respect during discussion. Have volunteers share their answers with the class.

## Interaction Note

There are different campaigns to promote recycling of trash. One of them is promoted by the government. Encourage students to look for more information in the link <https://www.gob.mx/residuos-solidos>. Another campaign is <http://www.limpiemosnuestromexico.com/> which is promoted by the Foundation Limpiemos Nuestro Mexico.

## Practice

**4 Work in pairs. Ask the questions to a classmate adding your personal point of view on the topic. Write down your answers.**

Write on the board *What will happen if ...* Read the prompt question out loud. Ask students: *Do you remember this question?* Elicit students' answers. Encourage them to finish the question. Write on the board their answers. Tell students to open their books to page 104. Draw students' attention to the questions in Exercise 3. Have volunteers read the questions out loud. Compare the questions on the board to the ones in the book. Make any necessary correction and clarify any doubt on how to make questions.

Read the instruction out loud. Have students work in pairs and ask them ask and answer the questions with their partner. Encourage them to add their personal points of view. Remind them about the use of future forms *will* and *going to* to make predictions. Write on the board prompts (e.g. *There won't be...*, *we are going to...*, *we will...*, *There will be...*) for them to use complete sentences. Give some time for students to write their own answers in the space provided. Monitor and provide help.

**Answers:** Answers may vary.

**5 Exchange notebooks with another pair and correct each other's work. Provide positive feedback.**

Read the instruction out loud. Explain to students that they are going to exchange their notebooks with another pair in order to help them correct each other's work.

Ask students: *How can you help your partner to make the necessary changes in their written work?* (using the editing marks, checking for grammar mistakes). Tell students to read and make any necessary changes to their partners' work. Suggest using pencil to write down



notes if necessary. Monitor and help. Tell students to give back their partners' notebooks and tell them any positive suggestion they may have towards their work. Monitor and promote respect. Give some time for students to make the necessary changes.

**Answers:** Answers may vary.

## STEP 4

### 6 Work in pairs. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 4 of the Final Product.

Read the instruction out loud. Explain to students that they are going to write the final version of their text individually in the space provided on page 106. Encourage them to include the changes suggested by their classmates during their feedback in Exercise 5. Monitor and provide help. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

## Reflect

### 7 Work in small groups. Reflect on your progress.

Compare a text you wrote from an earlier lesson to the text you wrote today.

Read the instruction out loud. Put students in small groups. To make students reflect on their own progress, tell them to choose a text they have written previously in an earlier lesson. Give some time for students to look for a text and have them read it silently. Tell them to read the text they have just written and compare them. Encourage them to compare the number of mistakes and changes they made to write a final version of each one.

Draw students' attention to the questions in Exercise 7. Explain that they are going to discuss the questions with their partners. Read the first question: *Which is better?* Give some time for students to discuss their answers to the first question. Tell students to share their answer. Read Question 2 out loud: *How does time*

*improve your writing?* Give some time for students to discuss their answers to the second question: Follow the same procedure with the rest of the questions: *How does editing in teams help improve your writing?*, *What positive feedback did you receive?*, *What positive feedback did you give?* Monitor and promote respect. Have some volunteers share their answers with the class.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 107.

Write sentences that express future to create forecasts.

## Forecasts

### CLASS 1

**Materials:** One or two printed sources of information, sheets of paper, pens and pencils.

#### STEP 1

**1** Complete the table using the information from the texts you searched from Exercise 6, page 95.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instruction out loud. Ask students: *Do you remember what the information in the table is about? (predictions for the near future).* Elicit students' answers. Encourage them to mention why they wrote it for (to make predictions about the future). Tell students to read and check their tables and add more information if needed. Make sure that they have written the source of their information. In case they did not complete the information, tell them to look for information in other sources and complete it. Have at hand one or two printed sources of information. Give some time for students to write the missing information. Once they have finished checking their tables, tell them to share their tables with a partner. Encourage students to mention the reasons why they chose those kinds of predictions (weather, sports, general future, prediction based on present evidence). Monitor and help. Have volunteers share their answers with the class.

#### STEP 2

**2** Make predictions and forecasts about the future using the text(s) from STEP 1. Share with a classmate.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instruction out loud. Ask students: *Do you remember what the list is about?* Elicit students' answers. Encourage them to mention why they wrote it. Tell students to check their lists and add more information if needed. Tell students to read one by one the predictions they made about the future and check if they used appropriate phrases to refer to the future (e.g. *A few years from now, there won't be, etc.*). Encourage them to look for possible mistakes (e.g. spelling, grammar, punctuation) and correct them. If they did

not write enough predictions, tell them to complete their lists. Encourage them to go back to Lesson 2 and review the topic so they can add or change any of the sentences they wrote. Monitor and provide help. Once they have finished writing and improving their lists, let students share and compare their lists with a partner. In turns they read their predictions. Encourage them to give reasons to their answers. Monitor and promote respect. Have volunteers share their answers out loud.

#### STEP 3

**3** Write questions and add more information to your forecast. Share them with the class.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instruction out loud. Ask students: *Do you remember what these questions are about?* Elicit students' answers. Encourage them to mention why they wrote those questions (to ask their classmates and add information to their forecast). Tell students to check their questions and make sure they added more information to their forecast based on the answers their classmates gave. Tell students to read one by one the predictions they added and check if they used appropriate phrases to refer to the future (e.g. will, won't, going to, etc.). Encourage them to look for possible mistakes (e.g. spelling, grammar, punctuation) and correct them. If they did not write enough predictions, tell them to ask their questions to different classmates and add that information to their forecasts. Encourage them to give reasons for their answers. Monitor and provide help. Once they have finished writing and improving their lists, make pairs. Explain to students that in turns they are going to read their predictions. Encourage them to give further explanations. Monitor and promote respect. Have volunteers share their answers out loud. Elicit from students if there are similar predictions to the ones they wrote.

### CLASS 2

**Warmer:** Greet your students. Write on the board *Sports*. Make small teams. Explain to students that with their partners they are going to talk about how they think sports will be after the year 2030. Model the

**Student's Book pages**  
**105–106**

football/soccer). Make a prediction about the sport: *In the year 2030 football / soccer the ball will be made of a very light material for players not to hurt their feet.; In the year 2030 the players will be robots that help humans.; The players who get hurt will be cured by robots.*) Elicit two or three more names of sports. Write them on the board. Tell students that they can contrast the present, past, and future to talk about the sports (e.g. In the past, now, nowadays, in the future, etc). Monitor as the students perform the task. Promote respect when taking turns of participation. Have volunteers share their predictions with the class. Ask students: *Which is the most probable prediction to happen? Which is the craziest prediction?* Elicit students' answers. Encourage them to use English.

**STEP 4**

**4** Use the strategies you learned on page 104 to edit and write a final version.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instruction out loud. Tell students to check their work and make sure they added their own opinion. Have them make corrections if they needed corrections for the previous steps, too. Remind them to include corrections based on feedback received from their classmates. Tell students to read one by one the predictions they made about the future of the environment and check if they used appropriate phrases to express them (e.g. *If we continue producing, cutting down trees, etc*) as well as expressions to tell their points of view. Encourage them to look for possible mistakes (e.g. spelling, grammar, punctuation) and correct them. If they have not finished their final version, allocate some time so that they can be prepared to present it. Encourage them to go back to Lesson 4 and review the topic so they can add or change any of the sentences they wrote. Monitor and provide help. Once they have finished improving their final versions, tell students that in turns they are going to read their predictions. Encourage them to give reasons for their answers. Monitor and promote respect. Have volunteers share their answers out loud. Elicit from students if there are similar predictions to the ones they wrote.

**STEP 5**

**Further practice**

**5** Share the final version with a classmate and provide positive feedback.

Read the instructions out loud. Make new pairs. Tell students to exchange books with their partner. Explain to students that they are going to read and check their partners' text. Ask students: *Is there something you may want your partner to change? What is it?* Tell students to identify what they think that might be improved and make the necessary corrections. Remind them about the use of Editing marks for spelling and punctuation marks. Monitor. Promote respect. Suggest students to give positive feedback to their partner. Tell students to give back the books to their partner. Give some time for students to make the necessary changes. Tell students to take turns to read their final version of the text to their partner. Have some volunteers share their answers with the class.

**STEP 6**

**6** Discuss in groups.

Read the instruction out loud. Make small groups. Explain to students that with their partners they are going to discuss the questions. Read the questions out loud. Check that the students have understood the questions clearly. Read question 1. Encourage students to mention the information they researched throughout the lesson and mention if it was useful or not to what extent. Tell them to share with their partners the useful information for them. Read Question 2. Encourage students to talk about the different strategies they used to correct their classmates work. Ask them if they can give their classmates tips that were useful for them to improve their work. Finally, read Question 3. Tell students to mention the positive feedback they received from their partners and to mention if they considered the feedback to be useful. Suggest providing examples and using English to share their experience. Monitor and promote respect when taking turns of participation. Have volunteers share their answers with the class.

<b>Title</b>	<b>From the Earth to the Moon</b>	<b>Author</b>	Jules Verne, adapted by Nina Land
<b>Type of text</b>	Narrative	<b>Characters</b>	Impey Barbicane, Gun Club members, Captain Nicholl, and Michel Ardan

Fact  
File**Summary**

After the war, a group of influential men who were experts in artillery felt that their skills have become unnecessary. And so, they decided to put their scientific knowledge and skills about artilleries to use. The members were led by a rich merchant named Impey. He decided to call for a big meeting, inviting all the members of the club to come and discuss his plans. He received several skeptic reactions from the members who didn't believe his proposal is possible. But after various researches, several weeks of planning, hundreds of calculations and workers, and a lot of money spent. They finally launched their project in Stone Hill Florida, a cannon that can launch a space capsule to the moon!

## First Reading

Greet your students. Tell students to open their Readers to page 74. Hold up your Reader to page 74. Point to the picture. Read the title of the reading. Ask students: *What do you think the text is about? What information do you think it contains?* Elicit students' answers. Put students in pairs. Tell them to discuss and answer the pre-reading questions. Then have students read the chapter individually. Encourage them to use the Glossary on page 87 or a dictionary if they have any vocabulary questions. When students finish reading, ask volunteers to summarize the chapter. Then ask other volunteers to say if they liked the text and why.

Ask students to turn the Comprehension Exercises on page 85. Read the instruction out loud. Read the instructions for Exercise 1 out loud. Ask students to read the sentences and have them choose the correct answers. Monitor as the students perform the task individually. Encourage students to underline the evidence to their answers in the text. Let students compare their answers with a partner. Have volunteers share their answers.

Next, read instruction 2 out loud. Tell students to individually reread the text in order to answer the questions. Let students read the questions out loud. Monitor as the students perform the task individually. Encourage them to underline the evidence to their answers in the text. Let students compare their answers with a partner. Have volunteers share their answers.

## Second Reading

Greet your students. Elicit what students remember about the chapter. Tell students to open their Reader book to page 86. Read the instruction out loud. Explain to students that in order to complete the task, they are going to reread the text individually. Monitor as the students reread the text. Put students in pairs. Tell students to mark the once that became reality with their partner. Have volunteers share their answers with the class. Ask students: *Do you think it is a coincidence or it was meant to be like that? Do you think Jules Verne could have predicted the future?* Elicit students' answers.

Read the instruction out loud. Put students in small groups. Tell students to discuss the questions with their partner. Encourage them to mention why they liked the story, or not? And to mention *Why they think Jules Verne could make those predictions. Did he have elements to predict a space trip to the moon? Or the novel was just a product of his imagination?* Monitor as the students perform the task. Tell students to make predictions about what will happen 50 years from now with their partner. Monitor and help. Have volunteers share their answers.

**1** 1 a 2 b 3 a 4 a 5 b

**2** 1 Baltimore, Maryland 2 Impey Barbicane  
3 At 21 Union Square 4 20,000 pounds 5  
Columbiad

**3** 1, 2, 3, 5, 6

**4** Answers may vary.

## Lessons

**1 Go back to page 95, Exercise 7 and share with a classmate the main differences between the texts you found.**

Read the instructions out loud. Tell students to go to page 95, Exercise 7. Tell them to read and review what they did in the Exercise. Tell students to go back to page 107. Put students in pairs. Tell students to discuss the main differences they found when looking for information in the different sources with their partner. Encourage them to mention in which source of information had the most relevant information, which source had the information explained in a clearer way, which one was better illustrated, etc. Monitor. Have volunteers share their answers with the class.

**2 Go back to page 98, Exercise 8 and share with the class what you learned about information gathering from your classmate.**

Read the instruction out loud. Tell students to go to page 98, Exercise 2. Tell them to read and review what they did in the Exercise. Tell students to go back to page 107. Ask students: *What was the Exercise about?* Elicit students' answers. Explain to students that they are going to share with their classmates what they learned about it. Encourage them to provide detailed information about their answers.

**3 Go back to page 101, Exercise 8 and share the strategies you use to ask and answer questions.**

Read the instructions out loud. Tell students to go to page 101, Exercise 1. Tell them to read and review what they did in the Exercise. Tell students to go back to page 107. Put students in pairs. Tell them to take turns sharing their experience when making questions and asking them to their partner. Encourage them to mention the importance of using the correct verb tense, use complete sentences to answer, give appropriate intonation, and the correct form of the future to express predictions. Monitor. Have volunteers share their answers with the class.

**4 Go back to page 104, Exercise 7 and discuss what you learned about positive feedback.**

Read the instructions out loud. Tell students to go to page 104, Exercise 8. Tell them to read and review what

they did in the Exercise. Tell students to go back to page 107. Put them in small groups. Tell students to discuss how useful it is to receive feedback from their partners, how important it is to provide positive feedback and how they feel whenever they receive positive feedback. Also encourage them to mention how easy or difficult it is for them to give feedback. Monitor and promote respect when taking turns. Have volunteers share their answers out loud. Write on the board the most popular answers in the class, as well as some tips students may want to share with the group to give feedback.

## Final Product

**5 Use your answers to STEP 6 on page 106 to write a summary about your development.**

Read the instruction out loud. Tell students to go to page 106, Step 6. Tell them to read and review what they did in the Exercise. Tell students to go back to page 107. Tell students to individually write a summary using the information they discussed with their partners. Write on the board the possible beginning to their paragraph: *I researched in different printed sources of information and the one I found easier to understand was ..., To improve my work I used the Editing marks to correct ..., When I gave my texts to my partners they gave me very useful suggestions to change/improve ...*, Tell students to write their summary and to reread it once they have finished it in order to make any necessary correction to it.

## Conclusion

**6 Write down two things you need to improve and plan when and how you will work them.**

Read the instruction out loud. Tell students to individually write down what they consider they have to improve related to the topic. Monitor and provide help. Tell students that they are going to write how they will work out those things they need to practice more. Have them work in small groups. Tell students to take turns to share their answers with their partners. Monitor and promote respect. Have some volunteers share their answers with the class, and to give tips for their classmates in order to help them improve their development.

# Evaluation Instrument

## Notes on an Event

Notes on an event are used to register information of an event as it is happening. It is a useful tool to take notes and register what is happening in a presentation or an event.

### Instructions:

- 1 Complete the name and date of the event that is going to be analyzed.
- 2 Write your detailed notes about the event or presentation on the space provided.
- 3 Using the notes, provide feedback to your student(s).

<b>Event:</b> _____	<b>Group:</b> _____
<b>Date:</b> _____	<b>Time:</b> _____
<b>Context:</b> _____ _____	
<b>Description of the Event:</b> _____ _____	
<b>Notes:</b> _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	

# Unit 7

**Social Learning Environment:** Family and Community

**Communicative Activity:** Exchanges associated with the environment.

**Social Practice of the Language:** Agree with others a travel itinerary.

**Final Product:** Travel Itinerary.

Lesson	Activities	Pages
	<i>Coordinate actions and activities in which students can:</i>	
Explore	<ul style="list-style-type: none"> <li>• Define sources of information to find out about destinations.</li> <li>• Take note of data that support viable proposals and ideas.</li> <li>• Enlist proposals of destinations and ideas about travel.</li> <li>• Promote own participation and that of others.</li> </ul>	110–112
	<i>Support and guide your students to:</i>	
Learn	<ul style="list-style-type: none"> <li>• Contrast advantages and disadvantages using a graphic organizer.</li> <li>• Add data to viable proposals and ideas.</li> <li>• Analyze reasons of proposals and ideas.</li> <li>• Share opinions.</li> </ul>	113–115
	<i>Motivate and give models to your students for them to:</i>	
Apply	<ul style="list-style-type: none"> <li>• Use connectors to link reasons and data to build arguments.</li> <li>• Recognize emotions in the language to persuade.</li> <li>• Interpret body language to detect emotions.</li> </ul>	116–118
	<i>Guide, support and offer feedback for your students to be able to:</i>	
Create	<ul style="list-style-type: none"> <li>• Emphasize certain words or alter volume to produce an effect (e.g. The lake, definitely, The national park, you say?).</li> <li>• Reflect on ways to negotiate ideas and proposals (e.g. I'm looking forward to ... don't you agree? That's not good, It sounds fantastic, etc.).</li> <li>• Organize agreements showing assertiveness.</li> <li>• Analyze expressions and strategies of persuasion (e.g. Are you sure we ...? That's quite a good idea, We really should go there, etc.).</li> <li>• Talk clearly and loud enough.</li> </ul>	119–121



- Define sources of information to find out about destinations.
- Promote own participation and that of others.
- Discard proposals based on consulted information.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Write the word *Travel* on the board. Ask: *What do you do when you go on vacation? Do you like to travel? Where do you want to go?* Ask students to open their Student's Books to page 109. Have a volunteer read the activation question out loud. Put students in groups of four or five. Tell students to discuss the questions with their partners. Monitor and encourage students to use English. Elicit answers.

## Activate


**1** Work in pairs. Mention sources where you can find information about places to travel.

Hold up your Student's Book to page 110. Open it to page 110 and point to each picture. Ask: *What is this?* (a map / a travel app / a travel magazine / a travel web page) *Do you use (maps) when you travel? What do you use (maps) for? Do (maps) help you plan a trip?* Put students in pairs. Tell them to discuss the questions. Monitor. Have volunteers share their answers with the class. Read the instruction for Exercise 1 out loud. Tell students to discuss with their partner different sources of information they can use to find out more about destinations. Encourage them to mention if they have used any of them. Ask if the information was useful, easy to use, and easy to understand. Monitor as they discuss. Elicit different sources of information to find out about travel destinations and write them on the board. Do not erase what you wrote on the board yet.

**Possible answers:** maps, travel apps, travel magazines, travel web pages, travel books, newspapers, radio, TV, friends, family, travel brochures.

- Take note of data that support viable proposals and ideas.
- Enlist proposals of destinations and ideas about travel.

## Identify

**2**  Number the steps to make a travel itinerary in the correct order. Listen to check your answers.

Ask: *What do you need to do when you plan a trip? Have you ever planned a trip?* Elicit answers. Write the answers on the board. Draw students' attention to the steps to make a travel itinerary. Have volunteers read the steps out loud. Ask: *Are any of these steps on the board?* Elicit which ones. Read the instructions out loud. Ask: *What is an itinerary?* (a detailed plan or route of places to visit) Explain that students are going to number the steps to make an itinerary from 1 to 5. Ask students: *Do you know what "opening hours" means?* (the hours a place is open) Elicit answers. Clarify that most places open and close at a specific time each day. The time from when they open to when they close are the opening hours. Ask: *What does "time needed to visit" mean?* (time it takes to make a complete visit of a place) Elicit answers. Explain that it takes more time to see all the parts of some places than of others, for example, it takes more time to see a big museum than a small museum. Refer students to the Glossary on page 125 to clarify the meaning of words. To promote students' own participation and that of others, ask: *Why is it important to explore and share a variety of points of view?* Monitor as students discuss and share their points of view for numbering the steps.

Let students compare answers with a partner. Explain that you will play the Class CD for students to check the answers. Play the Class CD. If necessary, play it again. Have volunteers say the answers out loud.

**Answers:** 4, 2, 3, 5, 1

Read the information in the Skills box out loud. Explain that the Internet is a useful tool to find out how much a trip will cost and how long it will take. Clarify that this information can help students discard proposals about where to go and pick a good option. Tell them that doing research can also help to find places to eat and visit at their destination.





## Figure out

### 3 Listen and answer T (True) or F (False).

Ask: *Have you ever called a place to ask for information?*

Tell students that you will play the Class CD for them to listen to a boy asking for information. Play the Class CD. Have different volunteers read the instructions and the statements on page 111 out loud. Play the Class CD again for students to do the exercise. Elicit answers.

Explain that the voice students hear is called a telephone information system. Clarify that telephone information systems use menus. The voice says different options, and you have to press a number on your phone or speak a short phrase to choose the option you want.

Ask: *What types of places do you think use telephone information systems?* (e.g. banks, schools, government offices) Elicit answers. Guide students to notice that there is a lot of information that a telephone information system can give, such as class times, vacations days, and other phone numbers.

**Answers:** 1 T 2 F 3 F 4 T

Read the information in the Skills box out loud. Ask: *Why do you need to speak clearly when you use a telephone information system? What happens if you do not speak clearly?* Have volunteers share their points of view with the class.

Encourage students to show respect when taking turns and participating.



## Practice

### 4 Read the information and answer the questions.

Draw student's attention to the travel brochure. Ask: *What source of information is this?* (travel brochure) *What is it about?* (museums in San Diego) *What type of information does it include?* (location, cost, opening hours, time to visit) Elicit answers. Explain that travel brochures include detailed information about places to visit. Ask students: *Is this information useful to plan a travel itinerary?* Tell them that, when there are several proposals, it is very valuable to know information about prices, hours to visit, and location in order to discard proposals. Mention several situations for students to discard proposals based on consulted information. Ask them: *Which museum is better for a family with small children?* (the one that you can visit the quickest, because

children become impatient) *Which museum is better for a family with not much money?* (the with the lowest costs) Elicit answers. Explain that asking questions like these can help you discard proposals.

Read the instructions out loud. Ask volunteers to read the information and the questions out loud. Refer students to the Glossary on page 125 to clarify the meaning of words. Explain that students have to answer questions to compare the information about the two museums. Monitor as students do the exercise. Elicit the answers.

**Answers:** 1 San Diego Air and Space Museum 2 San Diego Museum of Art 3 San Diego Air and Space Museum

► **Next class:** Class CD, sources of information to find out about places to visit (e.g. travel magazines, travel guides).

## CLASS 2

**Materials:** Class CD sources of information to find out about places to visit (e.g. travel magazines, travel guides).

**Warmer:** Greet your students. Write the names of different places to go on vacation in Mexico (e.g. Acapulco, Cancún, San Miguel de Allende). Be sure to include some places in your state. Ask: *What do you know about these places? Have you been there? Would you like to go?* Put students in small groups. Tell them to discuss and answer the questions. Encourage them to take turns participating and sharing their knowledge. Monitor. Encourage students to show respect and use English. Have volunteers share their answers.

You can use Poster Unit 7 from the Class CD for an alternative Warmer. Point to each place in the poster. Ask students: *Where do you think this is located? Does it look interesting?* Put students in pairs. Tell them to discuss the types of places they like to visit. Ask questions to give them ideas: *Do you prefer hot places or cold places? Do you prefer to be in the city or the country?* Monitor as they discuss. Have volunteers share their preferences with the class.



**5** **Work in groups. Follow the instructions.**

Ask: *What places do you want to visit? Why?* Tell students to open their Student's Books to page 112. Have volunteers read the instructions and the steps out loud. Put students in groups of four. Explain that each group member has to choose a place and find information about it. If you have Internet access, have students research the place they chose on the Internet. Remind them to only use reliable web pages. Ask: *Are all web pages reliable?* Tell them that official web pages (for example, the web page of a museum) are more reliable than unofficial web pages (for example, a web page selling tourism packages). If you do not have Internet access, provide other resources for them to do the exercise.

Copy the table to the board. Model the exercise with the sample answers. Ask: *What is the place?* (Natural History Museum) If students do not know what a natural history museum is, explain the concept. Tell students that natural history museums have exhibits and information about the natural world: plants, animals, the Earth, the stars, and so forth. *Where is it?* (Mexico City) *What is the cost?* (adults: \$26 pesos, children: \$11 pesos) *When is it open?* (Tuesday to Sunday, 10:00 a.m. to 5:00 p.m.) *How long does it take to visit?* (four hours) *What type of information source did Juan Pablo use to find the information?* (web page) Set a time limit of 10 minutes for students to do the research and complete the table. Monitor and help. Tell students to remain with their group for the next exercise.

**Answers:** Answers may vary.



**6** **Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 1 of the Final Product.

Tell students to work in their groups from Exercise 5. Read the instructions out loud. Explain that students have to choose from the places they researched in Exercise 5. Clarify that students will make an itinerary in the Final Product, so they should choose places that all or most of them would all like to visit. First, they need to follow the steps in Exercise 2 in order to make a decision. Tell them to ask questions like the ones in Exercise 4 to

get more information about the places. Have them write advantages and disadvantages of that place. Finally, ask them to research more about the place they chose. Monitor and encourage students to show respect for each other's suggestions and preferences. Remind them to write notes and the information they found about the place in the space provided on page 122. As students work, make a list of the members of each group so you can put students in the same groups during the Final Product lessons. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Reflect**

**7** **Work in groups. Compare your answers from Exercise 6. Discuss the questions.**

Tell students to work in their groups from Exercise 6. Read the instructions out loud. Explain that students are going to discuss the questions. Monitor and encourage them to show respect. To check answers, elicit the sources of information that students used and write them on the board (brochures, web pages, personal experiences, etc.). Then ask questions to help students reflect on the advantages and disadvantage of each source of information. Point to each source and ask: *Are (web pages) easy to use? Is the information in (web pages) reliable? Do (web pages) have all the information I need? Do (web pages) have useful graphic resources, like maps or picture?* Help students notice that different sources offer different types of information, and how useful the information is depends of their individual needs. For example, help students realize that web pages and brochures offer useful maps and information about prices, but this information is not personalized.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 124.

Seek and consult information.

- Contrast advantages and disadvantages using graphic material.
- Add data to viable proposals and ideas.

### CLASS 1

**Warmer:** Greet your students. Elicit different types of tourist attractions and write them on the board (e.g. zoo, aquarium, theme park, historic building, monument, museum, etc.). Ask students: *What can you do in these places? Do you like them?* Have volunteers share their answers.

### Activate

#### 1 Work in pairs. Look at the table and mention other graphic organizers to compare two things.

Ask students: *What is a graphic organizer?* (a chart used to visually represent and organize information) *What are graphics organizers for?* (to visually illustrate and understand information) Elicit answers. Ask: *What types of graphic organizers do you know?* Have the class brainstorm types of graphic organizers. Draw them on the board. Ask students to open their Student's Books to page 113. Read the instructions out loud. Put students in pairs. Ask: *Can you use any of the organizers on the board to compare two things? Which ones?* Tell students to discuss the graphic organizers in pairs. Encourage students to use English.

**Possible answers:** Venn diagram, pros and cons chart, flow chart, brainstorming web

### Identify

#### 2 Read the information about tourist attractions.

Answer T (True) or F (False) on page 114.

Before you begin the exercise, review comparatives and superlatives with students. Ask: *Do you remember how to compare two things or places in English?* Guide students to remember that they have to use comparatives. To activate previous knowledge, hold up two pencils of different lengths. Show students the longer pencil. Say: *This pencil is longer than that one.* Then show students the shorter pencil. Say: *This pencil is shorter than that one.* Make sure to review *more than*.

- Analyze reasons of proposals and ideas.
- Assess own ideas and proposals and those of others.
- Share opinions.

Write an easy question and a difficult question on the board. Point to the difficult question. Say: *This question is more difficult than that one.* Also compare number of objects using *more*. Make a pile with two pencils and a pile with three pencils. Say: *This pile has more pencils than that one.* You can follow the same procedures with other objects, questions, and even people (e.g. Juan is taller than Pedro. I am older than you are. Our class has more students than the class across the hall.). Put students in small groups. Tell them to make comparisons. Encourage them to show respect when taking turns and participating. Monitor and help.

Hold up your Student's Book to page 113. Open it to page 113 and point to the travel brochure. Ask: *What is the information about?* (tourist attractions in San Diego) *Do you think the places are fun to visit?* Elicit answers. Read the instructions out loud. Explain that students have to compare the places in the travel brochure. Have volunteers read the information on page 113 and the statements on page 114 out loud. Refer students to the Glossary on page 125 to clarify the meaning of words. Model the first exercise by asking students to go to the text. Read Sentence 1 on page 114 out loud. Tell students to first locate Mission Basilica de San Diego de Alcalá. Ask them to look for the word *café*. Then ask them to read the sentence or phrase where the word *café* is to determine if there is one (no). Have them do the same with the Birch Aquarium. Then elicit if Sentence 1 is true or false. Tell students to follow the same procedure with sentences 2–7. Monitor and help. Tell students to do the exercise individually. Encourage them to underline the evidence for their answers. Monitor and help. Put students in pairs. Explain that they are going to compare their answers with their partner. Ask them to correct and rewrite the false sentences. Have volunteers say the answers and the correct sentences out loud.

**Answers:** 1 F 2 F 3 F 4 F 5 T 6 T 7 T

Read the information in the Language box out loud. Tell students to find the phrases in the exercise and underline them. Elicit other phrases to make comparisons using adjectives or provide examples (e.g. taller than, shorter than, more interesting than, etc.). Explain that you also use *more than* to compare nouns (e.g. more floors than, more animals than). If there is time, let students make sentences to compare the tourist attractions from Exercise 2.



Giant pandas are from China. China used to give pandas as gifts to other countries. However, pandas are not for sale. Zoos have to borrow pandas from China. Because people all over the world love pandas, many zoos have them. There are pandas in Australia, Austria, Belgium, Canada, France, Germany, Japan, Malaysia, Mexico, Singapore, Spain, Taiwan, Thailand, the United Kingdom, and the United States.

**Source:** Nicholls, Henry. *The Way of the Panda: The Curious History of China's Political Animal*. New York: Pegasus Books, 2011.

## Figure out

**3** Read again the information of San Diego tourist attractions. Compare the four options and decide which one you prefer.

Read the instructions on page 114 out loud. Write the names of the four tourist attractions from Exercise 2 on the top of the board, like headings in a table. Ask: *Which place would you prefer to visit? Why?* Tell students to individually reread the information on page 113 about San Diego tourist attractions and underline the advantages of each place. When they finish, elicit the reasons to visit each place and write them under the headings. Then let students decide which place they would prefer to visit.

**Answers:** Answers may vary.

**4** Work in pairs. Compare your answers. Say pros and cons of each idea.

Read the instructions on page 114 out loud. Ask: *What are pros and cons?* (Pros are advantages and cons are disadvantages.) Guide students to the answer or explain if necessary. Put students in pairs. Tell them to share their answers from Exercise 3. Encourage them to say

the pros and cons of each place. Remind students that they can look at the board for ideas about pros. Monitor and help. After a few minutes, have volunteers say which place they would prefer to visit and why. Add the cons they mention, as well as any new pros, to the board.

**Answers:** Answers may vary.

## CLASS 2

**Warmer:** Greet your students. Put them in pairs. Tell them they will play a guessing game. Explain that they are going to take turns to ask and answer questions about the places in Exercise 2. Model the exercise with a volunteer (e.g. A: It's the place where you can see more than 3,000 animals. B: San Diego Zoo). Encourage students to use English. Monitor and help.

**5** Read the information and complete the sentences.

Ask students to open their Student's Books to page 114. Read the instructions out loud. Ask: *What is the information about?* (museums in San Diego) Guide students to notice that it is similar to the travel brochure in Exercise 2. Explain that students have to complete the sentences to compare the museums. Ask: *Do you remember how to compare places?* Elicit a few sentences to make comparisons (e.g. Acapulco is hotter than Toluca). Tell students to read the Language box on page 114 again to help them. Have students do the exercise. Monitor. Have volunteers say the answers for the class.

**Answers:** 1 USS Midway Museum, San Diego Natural History Museum 2 more, than 3 café 4 than

## Practice

**6** Draw a Venn diagram in your notebook or piece of paper to compare the museums in Exercise 5. You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Draw a Venn diagram on the board. Ask: *What type of graphic organizer is this?* (a Venn diagram) *What is it for?* (to compare and contrast things) *How do you use it?* (You write information that is different for each thing at the edges, and information that is the same for both things in the middle.) Read the instructions on page 115

out loud. Explain that students are going to individually reread the information in Exercise 5 and compare and contrast the two museums using the Venn diagram. Monitor and encourage students to show respect during the exercise. Let students compare their diagrams with a classmate. To check answers, ask volunteers to go to the board and complete the information.

**Answers: San Diego Natural History Museum:**

Transportation: bus; Admissions: adults \$19, children \$12; Attractions: five floors, real skulls and fossils on display, dinosaur replicas, discounts for students

**USS Midway Museum:** Transportation: train, trolley; Admissions: adults \$20, children \$10; Attractions: World War II aircraft carrier turned into a museum; 60 exhibits, restored real aircrafts and flight simulators, no discounts

**Both:** Services: café

**7 Work in pairs. Use your Venn diagrams to write the pros and cons of the two museums.**

Draw a T chart on the board with the headings *Pros* and *Cons*. Ask students: *What are pros and cons?* (the advantages and disadvantages of something) Read the instructions on page 115 out loud. Explain that students are going to write the pros and cons of the museums they compared in Exercise 5. Elicit the name of the first museum and write it on the board above the T chart (San Diego Natural History Museum). To model the exercise, write the sample answer on the board below the heading *Pros*. Elicit a disadvantage of the museum and write it below the heading *Cons*. Put students in pairs. Tell them to do the exercise. Monitor. To check answers, have a volunteer come to the board and complete the pros and cons chart for the San Diego Natural History Museum. Draw a pros and cons chart for the USS Midway Museum on the board and ask another volunteer to complete it. Elicit more examples of pros and cons for each museum and write them on the board.

**Possible answers: San Diego Natural History Museum:**

Pros: five floors, bus transportation, real skulls and fossils;  
Cons: no restaurant, no train transportation, expensive for children

**USS Midway Museum:** Pros: 60 exhibits, real aircrafts, flight simulators;  
Cons: no restaurant, no bus transportation, expensive

**STEP 2**

**8 Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Explain to students that this is STEP 2 of the Final Product.

Read the instruction out loud. Have students work in the same group from STEP 1. Have them choose two places to fill in a Venn Diagram with pros and cons. Encourage students to provide reasons for their answer. Invite them to use facts (e.g. costs, facilities, etc.) and opinions (e.g. personal interest in natural history or aircrafts). After the Exercise, ask students to write their notes on page 122. Finally, set up pairs of students so that they discuss the places using their notes on pros and cons. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Reflect**

**9 Work in groups. Discuss the questions.**

Ask students: *Did giving pros and cons help you compare the places in the lesson?* Elicit answers. Ask a volunteer to read the instructions and the questions out loud. Put students in groups. Explain that they are going to discuss the questions. Monitor as students discuss. Encourage them to show respect for each other's opinions. When students finish, ask volunteers to share their answers.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 124.

Next class: Class CD.

Compare pros and cons of ideas and proposals.



- Reflect on ways to negotiate ideas and proposals (e.g. Are you sure we ...? That's quite a good idea, we really should go there, etc.).
- Analyze expressions and strategies of persuasion (e.g. I'm looking forward to ... don't you agree? That's not good, It sounds fantastic, etc.).

- Add data to viable to proposals and ideas.
- Use connectors to link reasons and data to build arguments.
- Recognize emotions in the language to persuade.
- Interpret body language to detect emotions.

### CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Write the word *Landmark* on the board. Elicit its meaning (a building or place that is easily recognized, especially one which you can use to judge where you are). Provide and elicit some examples (e.g. the Angel of Independence monument in Mexico City, the Nevado de Toluca volcano in Toluca). Put students in small groups. Ask students to mention famous landmarks in their town or city, or in any other place they want to talk about. Monitor. Encourage students to use English and to show respect when taking turns and participating. Set a time limit of 10 minutes for the activity.

### Activate

**1** Work in pairs. Discuss what information you can use to convince others to visit a place.

Ask students to open their Student's Books to page 116. Read the instructions out loud. Ask: *What do you say when you want to convince someone to visit a place? What information do you use?* Put students in pairs. Have them discuss the questions. To help students reflect, tell them to imagine they are suggesting that their partner visit one of the places from the Warmer exercise. Encourage students to use English. Monitor. Let students compare answers with another pair. Elicit answers and write them on the board.

**Answers:** Answers may vary.

### Identify

**2** Listen to the conversation and circle the correct answer.

Ask students: *Do you know what the Zócalo is?* Explain that it is a very famous square in Mexico City, and that there are several important landmarks there. Tell

students that you will play the Class CD for them to listen to information about the Zócalo. Play the Class CD. Ask: *What is the purpose of the conversation?* (Ximena wants to convince Santiago to visit the Zócalo with her.) *Do you think Ximena is convincing? Do you want to visit the Zócalo?* Elicit answers. Encourage students to provide reasons for their answers. Share websites that students can visit to find information about the Zócalo, such as <https://goo.gl/SnLLME>

Read the instructions out loud. Ask a volunteer to read the prompts and the options for the class. Explain that you will play the Class CD for students to do the exercise. Play the Class CD. Monitor. Let students compare answers with a partner. If necessary, play the CD again for students to check their answers.

**Answers:** 1 a 2 b 3 b

Read the information in the Skills box out loud. Ask: *What source does Ximena use for her information? Are her arguments interesting?* Explain that what Ximena says is more credible because she uses a source for her information. Guide students to notice that Ximena makes her arguments interesting by including details, like the size of the flag.



**3** Read the web page and underline the information about the Metropolitan Cathedral and the Templo Mayor.

Read the instructions out loud. Ask: *Where are the Metropolitan Cathedral and the Templo Mayor?* (the Zócalo in Mexico City) Tell students to look at the web page. Ask: *What do you think the web page is about?* (the Zócalo) Have volunteers read the information out loud. Refer students to the Glossary on page 125 to clarify the meaning of words. Tell students to do the exercise. Monitor. Let students compare their answers with a partner. Have volunteers share their answers with the class.

**Answers:** For example, it is the site of an Aztec Temple called the *Templo Mayor*. *Templo Mayor* is very educational because it has a small museum. The *Zócalo* is also the site of the Metropolitan Cathedral. The construction of the cathedral started in 1573 and finished in 1813. This building is also impressive and huge. It has 28 bells and 16 chapels.

People all over the world celebrate national holidays in squares. For example, Mexicans celebrate Mexico's Independence Day and New Year in the *Zócalo*. The most important New Year celebration in the United States is held in Times Square in New York City. There is music, and at midnight a ball drops and people cheer. Times Square is smaller than the *Zócalo*, but it is very famous: it appears in many American movies and TV shows.

**Source:** <http://www.timessquarenyc.org>

#### 4 Complete the proposals with the information you underlined in Exercise 3.

Read the instructions on page 117 out loud. Ask: *What do you think a proposal is?* Explain that a proposal is a plan or suggestion for people to consider. Have volunteers read the first two proposals out loud. Ask: *What type of word is "because"?* (a connector) *Do you remember what it is used for?* (to provide reasons) Guide students to notice that the first part of each proposal is a suggestion, and the second part is the reason why the proposal is a good idea. Tell students to individually complete the proposals. Monitor. Elicit the answers.

For students to analyze expressions and strategies of persuasion, ask them to underline the phrases to make suggestions. Explain that English speakers use *let's* and *we should* to make suggestions. If there is time, put students in pairs. Tell them to make suggestions to visit places. Encourage them to include reasons for their proposals.

**Answers:** **1** because it is the largest square in the Western Hemisphere. **2** because it weighs 200 kilos **3** the construction of the cathedral started in 1573 and finished in 1813. This building is also impressive and huge. It has 28 bells and 16 chapels. **4** it is very educational because it has a small museum.

Read the information in the Skills box out loud. Say: *Let's go to the Templo Mayor.* Ask: *Is this suggestion convincing?* Guide students to notice that it is not convincing because you do not give reasons. To convince people to agree with you, you need to provide reasons.



## CLASS 2

**Warmer:** Greet your students. Draw the gallows for a game of *Hangman* on the board. Draw six lines for a word below the gallows. Write the letter Z on the first line. Elicit the word (*Zócalo*). Explain that students will play *Hangman* with different words from the unit (e.g. flag, Aztec, monument, etc.). Let groups take turns guessing letters and words. Promote respect when other students participate. When students guess a word, have volunteers recall all the information they can about it or its definition. Encourage them to use English.

### Figure out

#### 5 Look at the pictures of students discussing proposals and answer T (True) or F (False).

Elicit what students remember about proposals. Ask: *What do you have to say to convince someone else that your proposal is a good idea?* (good reasons, such as credible and interesting information) *Does it matter how you say it?* Ask students to open their Student's Books to page 117. Hold up your book to page 117. Point to the pictures and elicit descriptions. Read the instructions out loud. Tell students to do the exercise. Let students compare their answers with a classmate. Monitor. Elicit the answers.

Ask questions about the pictures to help students reflect on their own behaviors: *Does Sara have a good attitude to have a discussion?* (no) *Who has a better attitude, Sara or Laura?* (Laura) *Why?* Guide students to notice that Sara has a defensive attitude (arms cross, annoyed facial expression), while Laura has an open attitude (arms open, happy facial expression). Tell students that having an open attitude helps them learn better. Ask: *Why do you think that is?* Direct students' attention to the pictures of the boys. Ask: *Is Luis paying attention to Pedro?* (no) *Is Lucas paying attention to Pedro?* (yes) *Who do you think is having a more productive discussion?* (Lucas) *Do you think it is*

important to pay attention when you are talking to someone? Why? Elicit their reflections. Help students realize that it is especially important to self-regulate their behaviors when they work in groups. Say that when a partner has a bad attitude, it makes discussion, cooperation, and learning difficult, so the group is less productive and their work will probably not be as good. Conclude that students should control their bad attitudes so they can learn better. Ask students how they can improve their attitudes when working in groups.

**Answers:** 1 F 2 F 3 T 4 T

Read the information in the Skills box out loud. Ask: *Why is it important not to get angry if others disagree with you? Are rude people more or less convincing than nice people?* To help students understand the importance of body language to make convincing proposals, tell them you will say a sentence in two different ways. First say the following sentence in a mean, angry way: *We should go to the Templo Mayor because it is ancient.* Then say it in a nice, excited, convincing way. Use appropriate body language. Ask: *Which time was more convincing? (the second) Who do you think is more convincing: Sara, Luis, or Lucas? Why?* Help students understand that you are less convincing when you are mean, defensive, or distracted.



## Practice

**6 Complete the conversation with the information in the chart.**

Read the instructions on page 118 out loud. Tell students to look at the chart. Have volunteers read the information out loud. Explain that, in the conversation, two friends are trying to decide which of the events from the chart to visit. Ask: *Where does A want to go? Where does B want to go?* Elicit the answers. Explain that, in the conversation, A and B try to convince each other to visit the place they prefer. Ask: *What information do you have to provide to convince someone? (good reasons) What connector do you use to share your reasons? (because)* Tell students to use the information from the chart to complete the conversation. Monitor. Let students compare their answers with a classmate. Have volunteers share the answers with the class.

**Answers:** 1 you can eat great dishes at a good price. 2 it is very educational. 3 it is near the metro station. 4 it is free.

## STEP 3

**7 Work in pairs. Follow the instructions.**

Explain to students that this is STEP 3 of the Final Product.

Have students use Exercise 4 as a model to build arguments. Read the examples and elicit ways to complete them, such as *We should see the museum because it's very educational.* Have students work in groups writing their arguments. Tell them they will use them to create a conversation. Remind them to add expressions from Exercise 6. Have students practice their conversation in pairs. Have some volunteers present it for the class. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

**8 Work in groups. Discuss the questions.**

Ask a volunteer to read the instructions and the questions on page 118 out loud. Put students in groups. Explain that they are going to discuss the questions. Monitor as students discuss and encourage them to show respect. When students finish, elicit their answers. If necessary, guide students to notice that positive attitudes are more helpful and productive than negative attitudes.

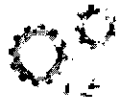
**Possible answers:** 1 positive attitudes: open, friendly, respectful, enthusiastic, etc. 2 No, because people may not believe you or listen to you if you are unenthusiastic or disrespectful.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 124.

Next class: Class CD.

Build arguments to defend ideas and proposals.





- Emphasize certain words or alter volume to produce an effect (e.g. The lake, definitely, The national park, you say?).
- Reflect on ways to negotiate ideas and proposals (e.g. I'm looking forward to ... don't you agree? That's not good, It sounds fantastic, etc.).
- Interpret body language to detect emotion.

- Analyze expressions and strategies of persuasion (e.g. Are you sure we ...? That's quite a good idea, We really should go there, etc.).
- Talk clearly and loud enough.
- Organize agreements showing assertiveness.
- Promote feedback.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Write *Word Dominoes* on the board. Explain that they are going to play a game. Put students in groups of four to six. Explain that one student will write or draw a word related to the topic of the unit (e.g. museum, bridge, aquarium, landmark, etc.). Then, the student on his / her right will draw or write a word related to it and explain its relation (e.g. Statue, because you can see statues in a museum). Next, the student on his / her right has to follow the same procedure until all the students are done. The idea is to encourage creative links. Tell students to take out a piece of paper and start the game. Monitor and encourage students to show respect during the exercise. Encourage students to use English. Set a time limit of 10 minutes. Have a member of each group write the group's word domino on the board. Ask students to vote for the most creative word dominoes. Write some words on the board.

## Activate

### 1 Work in pairs. Read the conversation out loud and stress the words in bold.

Elicit a suggestion using a word on the board (e.g. What about going to the aquarium?). Elicit a possible response (e.g. That's a good idea!). Model the conversation with a volunteer. The volunteer asks you a question and you answer without intonation. Elicit if your non-verbal attitude matches the answer. Encourage students to mention if putting emphasis on words or altering the volume can impact the effect on the listener. Model the conversation again, this time emphasizing the answer and using appropriate body language. Ask students to open their Student's Books to page 119. Put students in pairs. Explain that they are going to read the conversations out loud trying to impact the listener by stressing the words in bold in

each answer. Monitor as the students read the conversations with their partners. Encourage students to show respect during the exercise. Tell students to switch roles. Give them time to reflect on their performance.

Put students in groups of four. Explain that they are going to share their opinions and discuss their conclusions on how stressing words can have an impact on the listener. Monitor and encourage students to use English. Have volunteers report their conclusions.

## Identify

### 2 Read the conversation and answer the questions.

Before students do the exercise, explain that they are going to read a conversation to get the general sense. Monitor as they read the conversation on page 119. Refer students to the Glossary on page 125 to clarify the meaning of words. When they finish reading, ask: *What is the general sense of the conversation?* (Three students are discussing where to go for a field trip.) Elicit the answer or give it if necessary. Read the instructions on page 119 out loud. Have volunteers read the questions out loud. Tell students to try to answer the questions with what they remember. Then instruct students to reread the conversation quickly to get the answers. Let students check their answers with a classmate. Monitor and help. Elicit the answers from the class.

**Answers:** 1 Because there's a very nice lake.

2 He wants to go to the book fair 3 They will go on the school bus. 4 in the main plaza 5 the teacher

### 3 Listen to the conversation in Exercise 2. As you listen, underline the words that have special emphasis or changes in volume. Compare your answers with a classmate.

Tell students you will play the Class CD for them to listen to the conversation in Exercise 2. Encourage them to listen to the speakers' attitudes. Play the Class CD. Read the instructions on page 119 out loud. Explain that

you will play the Class CD again for them to underline the words in the conversation in Exercise 2 that are emphasized or said with a different volume to produce an effect. Tell students to reread the conversation, recall how it was said, and try to predict where the words and the volume in the conversation change. Play the Class CD. Monitor. Let students compare answers with a classmate. Play the Class CD again for students to confirm their answers. Have volunteers share their answers out loud. If time allows, put students in pairs and ask them to perform the conversation, emphasizing the words they have underlined. Monitor and encourage students to show respect during the exercise. Tell students to switch roles. Monitor.

**Answers:** field trip, art museum, not sure, National Park, very, Wow! That sounds great!, not, First, only, Next, too far, Finally, school bus, Really? Aww, book fair, a lot, fantastic!, really, there, very, souvenirs, lunch, plan

Read the information in the Language box out loud. Ask: *Why do you think it is a good idea to stress words that express emotions or the main idea?* Elicit answers. Clarify that this makes your sound more convincing.

## Figure out

**4** Read the conversation in Exercise 2 again. Match the interjections to the emotions they express. Ask: *Do you remember the conversation from last class? What was it about? Who were the characters?* Encourage students to use English as they recall the story. Ask students to open their Student's Books to page 120. Ask them to read the conversation in Exercise 2 again and confirm their answers. Ask: *What is an interjection?* (It is a word that is used to show a short, sudden expression of emotion.) Explain that students are going to match the interjections from the conversation in Exercise 2 to the emotion each one expresses. Tell students to pay attention to the expressions and gestures in the pictures to interpret body language to detect emotions, and recognize emotions in the language to persuade. Have them try to recall how the interjections were said in the conversation, so it is easier for them to match them to their emotion. Monitor as students do the exercise. Let students compare answers with a classmate. Have volunteers share the answers out loud.

**Answers:** 1 b 2 d 3 c 4 a

## CLASS 2

**Warmer:** Greet your students. Write *Telephone* on the board. Explain that they are going to play a game. Ask: *Have you ever played Telephone?* Elicit possible answers. Put students in groups of six to eight. Tell them to stand in line with the members of their group facing the board. The first student in each line will go to you so you can tell him / her a sentence (e.g. Yesterday I went to the museum and saw many sculptures, and a very interesting painting by Frida Kahlo). This student goes to the second student in the line and whispers the sentence to him / her. The student who has received the message has to pass it on in the same way to the next student, and so on until all the students in the line have received the message. The message cannot be repeated if someone forgets it. The last student in each line has to say the sentence out loud to the class. Check which group says the sentence closest to the original one. Students can have lots of fun when they realize how the message changes when it is transmitted. Encourage students to show respect during the game.

## Practice

**5** Complete the table with the expressions from the box. Tell the students to open their Student's book to page 120. Read the instructions out loud. Have volunteers read the expressions from the box out loud. Ask: *Do you know how to use the expressions?* Tell students to scan the conversation in Exercise 3 and underline them. Explain that students can use the context to help them know how to use the expressions. Encourage them to think about the performance of the conversation from the Class CD to help them. Monitor as students complete the table individually. Copy the table to the board. Elicit the answers and write them on the board. Clarify any doubts. Ask: *What can you use expressions to agree and disagree for?* Guide students to notice that they can use the expressions to negotiate proposals and ideas. Say: *Let's visit the art museum.* Have volunteers use expressions from Exercise 5 to disagree with you. Explain that this begins a conversation about places to go.

**Answers: Agreement:** Wow! That sounds great. That sounds like a good plan. Yes, OK. You are absolutely right. That sounds fantastic! **Neutral:** Maybe. Really? **Disagreement:** No way! I'm not really interested. I'm not sure about that.

Ask a volunteer to read the information in the Language box out loud. Model examples using *maybe* to show agreement and disagreement. Encourage students to note your non-verbal language in each case. Have a few volunteers model similar sentences, putting emphasis on body language and stress to show agreement or disagreement.

**6 Work in pairs.** Take turns reading the expressions from Exercise 5. Give them correct stress and volume. Tell students to open their Student's Books to page 121. Read the instructions out loud. Say *That sounds fantastic* in a bored way, without any stress and with low volume. Then say it in an excited, natural way, with appropriate stress and volume. Ask: *Which is the correct way to read the expression?* (the second) Put students in pairs. Tell them to take turns reading the expressions with appropriate stress and volume. Monitor and help. Have volunteers read the expressions out loud with the correct stress and volume.

**7 Work in groups.** Complete the conversation with expressions from the box that express the intention in parentheses.

Read the instructions out loud. Have volunteers read the words from the box out loud. Put students in groups of four. Tell them to work together to do the exercise. Encourage students to show respect when participating. Monitor and help. Elicit the answers.

**Answers:** 1 That sounds fantastic! 2 I'm not sure about that 3 You are right 4 That's a good plan

## STEP 4

**8 Work in pairs.** Follow the instructions. Explain to students that this is STEP 4 of the Final Product.

Write the following expressions on the board: *What about ...? How about ...? Why don't we ...? Let's ...* Ask: *What are these expressions used for?* (to make suggestions and persuade others). Ask students: *What*

*other expressions can you use to be persuasive?* Guide students to mention all the expressions that they learned in the lesson. Then have them remember the expressions to agree, disagree, and be neutral from Exercises 5, 6, and 7. Ask them to go back to the conversation they prepared in STEP 3 and add expressions to persuade, agree, and disagree to reach a final agreement. Monitor and provide help. Have them practice the conversation in new pairs and ask volunteers to present them for the class. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

**9 Work in groups.** Compare your answers from Exercise 8. Discuss the questions.

Tell students to stay in their groups from Exercise 8 and to get together with another group. Explain that the two groups are going to compare their answers from Exercise 8. Clarify that groups have to mention the place they chose and the reasons they chose it instead of the other places that were suggested. Monitor and help. To check answers, ask: *How did you convince your partners to choose your place? Did you mention pros and cons? What other strategies did you use?* Ask volunteers to share their answers.

Next, have a volunteer read the questions on page 121 out loud. Tell students to discuss the questions with their partners. Monitor and encourage students to show respect. Encourage volunteers to share their answers with the class. If necessary, guide students to mention that expressing pros and cons can help them persuade others.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 124.

**Next class:** Sources of information about tourist attractions in different places, large sheets of paper, colored pencils, markers, magazines, scissors, glue.

Listen and express pros and cons to come to an agreement.

# Travel Itinerary

## CLASS 1

**Materials:** sources of information about tourist attractions in different places, large sheets of paper, colored pencils, markers, magazines, scissors, glue.

### STEP 1

#### 1 Work in groups. Write the place and notes.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Greet your students. Explain that students will prepare a final itinerary for their Final Product. Ask: *Do you remember what an itinerary is?* (a detailed plan or route of places to visit), *What are the steps to make an itinerary?* (Propose a list of places to visit. Define the sources to consult for information. Research the destinations and take note about: location, cost, time needed to visit, and opening hours. Discuss and discard proposals. Make the final itinerary.) Elicit answers. Suggest that students consult their answers for Exercise 2 on page 110 to help them remember the information. Ask students to open their Student's Books to page 122. Tell students to get together with their Final Product group from Lesson 1, Exercise 6. Read the instructions for STEP 1 out loud. Remind students that they have already completed this step. Ask: *Do you remember why you chose this place? What activities can you do in this place?* Tell students to discuss the questions and review the information that they wrote in Lesson 1. Ask them to correct or complete their notes if necessary. Monitor.

### STEP 2

#### 2 Work in pairs. Write the pros and cons about the places you chose.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Read the instructions for STEP 2 on page 122 out loud. Ask them: *Do you remember what your notes for this exercise are about?* They should remember that these are notes on the pros and cons about two places that they chose. Ask students: *Do you think the information you wrote is enough to write a complete itinerary for the place you chose? Do you have information about different activities to do?* If students feel that their information is

incomplete, and you have Internet access, you can give students information from the tourist attractions you brought to class. Alternatively, have students research the place again. Share web pages that students can use to find information about places to travel, such as <https://travelforkids.com/>. Tell students to take notes about how long it takes to do each activity. Monitor.

Explain that they have to evaluate the pros and cons of the different activities they identified and select only four for their itinerary. Ask: *Do you remember what pros and cons are?* (advantages and disadvantages). Elicit the answer. Tell them that once they have finished this part, they need to agree on only four activities. Ask: *How can you use the pros and cons you wrote to choose the four activities?* Suggest different strategies. For example: they can choose only activities that they wrote in the pros or they can make a short list of pros and cons for each activity they want to choose.

### STEP 3

#### 3 Write a conversation. Build arguments about the place you prefer to visit.

Ask students: *Do you remember the conversation you prepared for this stage?* Ask them to go back to it and locate the arguments they built about the place they wanted to visit. Ask them to use them or adapt them in the light of the corrections they have been doing so that the arguments work for them to convince others that the place and the four activities they chose are the best option for a travel itinerary.

In order to make their arguments solid, prompt them to consider how long it takes to visit each tourist attraction. Suggest that students make a table to help them organize dates, times, and costs for each activity they chose, as well as one or two reasons why it is attractive to them.

Once they have finished, have them make any necessary changes to their written conversation. Have them proof read their conversation for mistakes in grammar, spelling, or vocabulary. Have them read the conversation out loud a couple of times to practice pronunciation and intonation, especially of difficult words. Monitor and offer help as necessary.

► **Next class:** itinerary from Class 1.

## CLASS 2

**Materials:** itinerary from Class 1.

**Warmer:** Greet your students. Tell them that they are going to play a game called *Ordering*. Divide the class into two groups and ask them to stand in line. Explain that they will order themselves according to the instructions you give. Model the activity by telling them to line up according to their birth month and date (e.g. first January 15<sup>th</sup>, then February 20<sup>th</sup>, etc.). Once they understand how to organize themselves, try with other instructions (e.g. by their first name, by their favorite color, by their height, by the first letter of their hobby, by the first letter of their favorite singer / group, etc.). Give a point to the group that lines up first and correctly. The group that gets the most points is the winner. Encourage students to show respect. Set a time limit of 10 minutes.

### STEP-4

**4** Work in pairs. Practice saying the conversation and try to convince your partner to go to the place you chose.

Have students go back to the conversation they have improved. Elicit some useful expressions they included in order to persuade, agree, disagree or show neutrality about an activity, such as *Let's...*, *I agree...*, etc. Ask: *What can you do if you disagree about which activities to choose?* Guide students to mention that they can try to persuade the other students to their point of view. Ask: *How can you do this?* (using expressions to persuade and a persuasive attitude). Elicit expressions (e.g. *How about ...? Why don't we ...? I'm not sure about that. That sounds fantastic!*) and attitudes (positive attitudes, e.g. open, friendly, respectful, enthusiastic, etc.) that students can use to persuade others. Refer them back to Lessons 3 and 4 if necessary.

Have a student from one team and a student from a different team work together for this part. Tell them to use the conversation they have corrected as a basis but try to improvise as much as they can so that the conversation flows well. Tell them they are going to present their arguments in the conversation so that they can agree on a travel itinerary. They should try to

convince their classmate that their idea is the best. Remind them they should take turns while speaking and avoid rude interruptions. Encourage students to show respect and choose a place and four activities that they both agree are interesting. Set a specific time for students to have their conversation. Monitor and offer help as necessary. When they finish, remind them to write their decisions in their notebooks.

### STEP-5

#### Further practice

**5** Present your conversation about the travel itineraries. Use solid arguments.

Tell students to write their final itinerary on a large sheet of paper. If there is time, let students decorate their itineraries. Take out the colored pencils, markers, magazines, scissors, and glue you brought to class. Explain that students have to draw or cut out images that are relevant to their itineraries. Monitor and encourage students to show respect when making and decorating their itinerary. Set a time limit of 10 minutes. Then have pairs come to the front and present their final conversations. Tell them the aim is to show how they reached an agreement to decide on that final itinerary they are showing. Encourage them to show respect when taking turns and listening. If possible, tell them to find a place in the classroom to show their itineraries. Encourage them to offer positive feedback to their classmates.

### STEP-6

**6** Discuss in groups.

Explain that it is time for students to reflect on what they learned during the Final product. Have volunteers read the questions for Step 6 on page 123 out loud. Set a time limit of 10 minutes for students to discuss. Monitor as students discuss. After students discuss, ask groups to share their reflections with the class. Sum up by saying that students can use the strategies they have learned not only to plan itineraries, but also to plan all sorts of projects and activities (e.g. school research papers, parties, etc.). Clarify that it is always important to know how to find useful information, compare pros and cons, and come to an agreement with others.

<b>Title</b>	<b>The Field Trip</b>	<b>Author</b>	Roberta Barns
<b>Type of text</b>	Narrative	<b>Characters</b>	Miss Laurie Smith, Becky, Ann

Fact  
File**Summary**

Miss Smith's junior high school class has to choose where to go on a field trip. After doing research on the Internet and discussing the trip with their parents, the students decide to visit three cities in the United States: New York City, Philadelphia, and Washington, DC. Becky, the narrator, decides to keep a record of her trip. We learn that the students and teacher take the school bus and visit tourist attractions in each of the three cities, such as museums, parks, and historic buildings. The trip lasts for seven days. On the last day, the students return to their town on the school bus. Becky has enjoyed the trip immensely and believes her classmates have as well.

**First Reading**

Greet your students. Tell students to open their Readers to page 88. Read the title out loud. Ask: *When was your last field trip? Where did you go? Did you enjoy it? Why or why not?* Elicit answers. Encourage students to use English. Put students in pairs. Tell them to discuss and answer the pre-reading questions. Then have students read the chapter individually. Encourage them to use the Glossary on page 101 or a dictionary if they have any vocabulary questions. When students finish reading, ask volunteers to summarize the chapter. Then ask other volunteers to say if they liked the text and why.

Ask students to turn the Comprehension Exercises on page 99. Read the instructions for Exercise 1 out loud. Ask students to read the sentences and answer if they are true or false without rereading the text. Once students have finished, tell them to read the chapter quickly to check their answers. Then put students in pairs and have them correct the false sentences. Elicit the answers and the corrected sentences.

Next, read the instructions for Exercise 2 on page 99 out loud. Tell students to read the chapter quickly and find the answers. Encourage them to underline the evidence for their answers. Let students compare their answers with a classmate. Elicit the answers.

**Second Reading**

Greet your students. Elicit what students remember about the chapter. Explain that they are going to reread the chapter. Tell students to open their Readers to page 89 and read the chapter individually. Monitor. When students finish reading, ask: *What rules does Becky mention in the text?* (Students must keep quiet and not

take any photos in the Metropolitan Museum of Art. Students must walk in groups and not run in the United Nations Building.) *Do you think these rules apply in other museums and important buildings?* Elicit answers. Tell students to turn to the Extension Exercises on page 100. Read the instructions for Exercise 3 out loud. Put students in pairs. Have volunteers read the signs out loud. Put students in pairs. Tell them to discuss places where they can see the signs. Encourage them to share if they have seen signs like these in places they have visited (e.g. museums, galleries, monuments, parks, historic buildings, etc.).

Next, read the instructions for Exercise 4 on page 100 out loud. Tell students to work with their partner from Exercise 3. Explain that students are going to discuss with their partner which of the places from the chapter they would like to visit on a field trip. Encourage them to give reasons to their answers. Monitor. Ask volunteers to share the place that they would like to visit most and their reasons.

- 1 1 T 2 F 3 F 4 T 5 F 6 F 7 T
- 2 1 seven days 2 New York, Philadelphia, Washington, DC 3 The static electricity is very strong. 4 Metropolitan Museum of Art, Smithsonian Museum 5 Smithsonian Museum
- 3 Answers may vary.
- 4 Answers may vary.

## Lessons

**1** Go back to page 112, Exercise 7 and share with a classmate two sources of information you used to research about your place.

Greet your students. Explain that today they will self-assess their learning during the unit. Tell students to open their Student's Books to page 124. Read the instructions out loud. Tell students to turn to page 112 in their Student's Book and read the instructions for Exercise 7 individually. Put students in pairs. Tell them to discuss the sources of information they used in their research. Monitor and encourage them to give reasons for their answers. Ask volunteers to share their answers with the class.

**2** Go back to page 115, Exercise 9 and share with the class what strategies you learned to compare your ideas.

Read the instructions on page 124 out loud. Tell students to turn to page 115 and read the instructions for Exercise 9 individually. Elicit that strategies that students learned to compare ideas and write them on the board. Sum up by saying that using Venn diagrams and analyzing pros and cons are useful techniques for comparing ideas.

**3** Go back to page 118, Exercise 8 and share why it is important to have a good attitude when you discuss your ideas and proposals with your partners.

Read the instructions on page 124 out loud. Tell students to turn to page 118 and read the instructions for Exercise 8 individually. Put students in groups. Tell them to reflect on what they learned in Lesson 3 and discuss why it is important to have a good attitude when discussing ideas and proposals. Monitor and help. Encourage students to use English. Have volunteers share their reflections with the class.

**4** Go back to page 121, Exercise 9 and discuss if expressing pros and cons about an idea is a helpful strategy you can use in other areas of your life.

Read the instructions on page 124 out loud. Tell students to turn to page 121 and read the instructions and questions for Exercise 9 individually. Ask: *Do you think you can use the strategies on other areas of your life? Which ones? Why?* Put students in groups. Tell them to discuss the questions. Monitor and help. Have volunteers share their reflections with the class. Sum up

by saying that students can use the strategies to help them make decisions in many areas of their lives.

## Final Product

**5** Use your answers to Step 6 on page 123 to write a summary about your development.

Prompt students to turn to page 123 and read the instructions for Step 6 of the Final Product individually. Tell them to read the questions and review what they discussed. Ask students to turn back to page 124. Explain to students that, individually, they are going to write a summary using the information they discussed in Step 6. Model the activity. Write on the board the possible beginning to their paragraph: *I found ... useful because ... The strategies that were most useful for me are ... because ... I think that now I am able to express pros and cons to come to an agreement because ...* Tell students to write their summary and to edit it once they have finished it.

## Conclusion

**6** Write down two things you need to improve and plan when and how you will work on them.

Read the instructions on page 124 out loud. Explain to students that they are going to write what skills they consider they have to improve individually (e.g. I sometimes have a bad attitude when I discuss ideas and proposals with my partners. I don't when people disagree with me.). Clarify that they can write about any skills they learned or practiced in the unit. Monitor and provide help. Then tell students to write how they can improve and practice the skills (e.g. I will try to remain calm and use the strategies I learned to be convincing). Put students in small groups. Tell them to take turns to share their answers with their partners. Monitor and help. Have some volunteers share their answers with the class.

# Evaluation Instrument

## Questionnaire

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. A questionnaire can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

### Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or in writing).
- 3 Write your final comments or notes on the result of the questionnaire.

### Questions:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

### Notes:

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# Unit 8

**Social Learning Environment:**

Academic and Educational

**Communicative Activity:** Search and selection of information.

**Social Practice of the Language:** Write notes to elaborate human body schemes.

**Final Product:** Notes about a Human Body System.

Lesson	Activities	Pages
Explore	<i>Allow your students to participate in the planning of activities which help them to:</i>	127-129
	<ul style="list-style-type: none"> <li>Identify new words.</li> <li>Analyze graphic and textual components.</li> <li>Establish the relation between illustrations and text.</li> </ul>	
Learn	<i>Provide examples and models regarding ways of using cognitive strategies and communicative skills to learn how to:</i>	130-132
	<ul style="list-style-type: none"> <li>Reflect and act for the own and others' physical benefit.</li> <li>Extend repertoires of words and expressions.</li> <li>Make and answer questions to describe components.</li> <li>Use demonstrative determiners, verb forms (passives and participles), and adjectives (comparative and superlative) in questions and answers.</li> </ul>	
Apply	<i>Help your students understand that writing is a process that involves time and practice and can change from individual to individual or depending on the purpose and intended audience. Inspire security and support your students for them to be able to:</i>	133-135
	<ul style="list-style-type: none"> <li>Use verb forms (present) and nouns (with or without determiner, compound, countable or uncountable) in the writing of notes.</li> <li>Organize terms and descriptions in tables.</li> <li>Establish a number of descriptions based on illustrations.</li> <li>Write and / or rewrite sentences to describe components, summarizing information from sources.</li> </ul>	
Create	<p><i>Allow your students to discuss their own texts and give feedback for them to be able to:</i></p> <ul style="list-style-type: none"> <li>Value the use of punctuation marks.</li> <li>Spot and clarify doubts.</li> <li>Order sentences to compose notes and relate them to pictures.</li> <li>Assess own work and that of others</li> <li>Take off or add information to improve their notes.</li> </ul>	136-138



- Identify new words.
- Analyze graphic and textual components.
- Establish the relation between illustrations and text.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Explain that, in this unit, they are going to learn about human body systems. Ask: *What is a human body system?* (a group of body parts that work together to perform a function) Elicit the answer or explain it if students do not know. Ask students to open their Student's Books to page 126. Have a volunteer read the activation question out loud. Put students in pairs. Tell them to make a list of different human body systems they know. Monitor. Elicit the answers and write them on the board.

### Activate

**1** Work in pairs. Write the name of three human body systems.

Ask: *What human body systems do you know?* Elicit answers. Accept answers in students' mother tongue. Provide the English equivalent and write it on the board to help students identify new words. Add the following systems to the board as necessary: digestive, respiratory, circulatory, nervous, and muscular. Read the instructions on page 127 out loud. Refer students to board for help. Monitor. Next, encourage students to brainstorm the functions of the systems and their components. To help students, point to each system on the board and ask: *What organs does the (digestive) system have? What does it do for your body?* Elicit answers.

**Possible answers:** muscular system, skeletal system, nervous system, circulatory system, lymphatic system, respiratory system, endocrine system, urinary / excretory system, reproductive system, digestive system

### Identify

**2** Read the text in the web page and complete the sentences.

Ask: *Do you think you have to read the whole text to know what it is about?* Explain that reading the title and heading and looking the picture can help students

- Explain comprehension strategies.
- Define topic, purpose, and intended audience.

predict the content of the text. Ask volunteers to read the title and heading out loud. Hold up your Student's Book to page 127. Point to each diagram and ask: *What system is this?* Elicit answers. Read the instructions out loud. Have volunteers read the incomplete sentences out loud. Have the class predict the answers. After each sentence, ask: *What do you think the answer is?* Elicit predictions and write them on the board. Write all predictions on the board, not only the correct ones. Tell students to read the text individually and do the exercise. Refer students to the Glossary on page 142 to clarify the meaning of words. Monitor. To check answers, have volunteers go to the board and underline the correct predictions. If none of the predictions was correct or students did not make a prediction, have a volunteer write the correct answer on the board. Ask: *Were your predictions correct?* Have volunteers share their answers.

**Answers:** 1 circulatory 2 endocrine 3 immune  
4 muscular, skeletal / skeletal, muscular 5 nervous

### Figure out

**3** Read the text and check (✓) the elements you see.

Hold up your Student's Book to page 127 and point to the text in Exercise 2. Ask: *What kind of text is this?* (a web page) *How do you know?* (It has a menu, an Internet address, and hyperlinks.) Elicit the answers. Next, point to the text in Exercise 3. Ask: *What kind of text is this?* (a book page) *How do you know?* (It has a page number and a header.) Elicit the answers. Explain that web pages and book pages have different elements and textual organization. Read the instructions out loud. Have volunteers read the elements out loud. Ask: *What is a title?* (the name of a text) *What is a hyperlink?* (a word in a web page you can click on to move to a related web page, image, or document) *What is a diagram?* (a drawing that explains something) *What is an Internet address?* (the text you have to type in the browser to open the web page) *What is a page number?* (the number of the page in a printed text) *What is a name of section or chapter?* (a secondary title) Elicit answers and clarify any doubts. Tell students to read the book page individually and do the exercise. Monitor. Let students compare their answers with a

classmate. Elicit the answers. Ask: *Does the web page have any of these elements?* (Yes. It has a title, hyperlinks, diagrams, an Internet address, and a section name.)

Guide students to notice that some elements appear only in web pages (e.g. hyperlinks, Internet address) and some appear only in book pages (e.g. page number), but others can appear in both (e.g. title, diagrams).

**Answers:** 1, 3, 5, 6

▣ **Next class:** Class CD, printed sources of information about human body systems (e.g. books, articles, etc.), printouts of web pages with information about human body systems.

## CLASS 2

**Materials:** Class CD, printed sources of information about human body systems (e.g. books, articles, etc.), printouts of web pages with information about human body systems.

**Warmer:** Greet your students. Ask: *Do you remember how to play Simon Says?* Elicit the rules for the game. Tell students that you will say some commands for them to do. Model the first command. Say: *Simon says touch your nose.* Touch your nose and have students do the same action. Say: *Touch your ears.* Do not touch your ears. Clarify that when you say a command without saying *Simon says*, students should not perform the action. Review parts of the body when saying *Simon says* (e.g. chest, mouth, legs, arms, back, head). Tell students to stand up. Explain that students who make a mistake have to sit down and stop playing. Play the game. The last students standing are the winners.

You can use Poster Unit 8 from the Class CD for an alternative Warmer. Play *Simon Says* with your students, but only use body parts named on the poster. Point to the parts of the body in the poster as you say them. For example, when you say: *Simon says touch your chin*, point to the chin in the poster.

**4 Read the text again and answer T (True) or F (False).**

Elicit what students remember about the book page from the previous class. Encourage them to mention the topic and textual components. Explain that students are

going to work with the text from Exercise 3 again. Ask them to open their Student's Books to page 128. Read the instructions out loud. Have volunteers read the sentences out loud. Have the class predict the answers with what they remember from the previous class. After each sentence, ask: *Do you think this is true or false?* Elicit predictions. Tell students to read the text individually and do the exercise. Encourage them to underline the evidence for their answers. Monitor. Have volunteers share their answers with the class. Make sure students understand why each sentence is true or false. Tell students to correct the false sentences. Monitor. Elicit corrected sentences.

**Answers:** 1 T 2 T 3 T 4 F

**5 Look at the web page and the book page again and circle the correct answer.**

Elicit what students remember about the web page. Explain that students are going to compare the web page and the book page. Read the instructions out loud. Have volunteers read the prompts and the options out loud. Ask: *Do you need to read the texts in detail to answer the questions?* Guide students to notice that they can answer the questions without reading the texts in detail. Clarify that the information in the titles, subtitles, and pictures can help them do the exercise. Tell students to look at the texts individually and do the exercise. Monitor. Let students compare their answers with a classmate. Elicit answers. Put students in small groups. In order for students to share and explain the comprehension strategies they used to get the answers, tell students to compare and discuss how they got the answers (e.g. they went back to the two texts, they analyzed the graphic and textual components, they used the answers from Exercises 2 and 3, etc.). Monitor. Have volunteers share their strategies with the class. Ask the class: *Did you learn any useful new strategies?* Elicit new strategies that students learned. Put students in pairs. Explain that they are going to read the web page and the book page again to determine topic, purpose, and addressee. Monitor as students work. Let students compare their answers with another pair. To check answers, ask: *Is topic of the two texts the same or different?* (the same) *What is it?* (human body systems) *Is the purpose the same or different?* (the same) *What is it?* (to inform) *Is the intended audience the same or different?* (the same) *Who is it?* (adults and teenagers who want to know about human body systems) Elicit

the answer to each question before asking the next question. Conclude that texts can have a different structure and textual components but still have the same topic, purpose, and addressee.

**Answers:** 1 b 2 a 3 c 4 b 5 a

Read the information in the Skills box out loud. Ask students: *Do you prefer to read printed texts or online texts? Why?* Have volunteers share their preferences and their reasons. Then ask: *Do you use the index when you read a book? Do you use hyperlinks when you read a web page?* Elicit some answers. Encourage students to use indexes and hyperlinks when they read to help them get useful and interesting information from their reading materials.



## Practice

**6** — Go online or to the local library to find reference material about human body systems. Complete the chart with information about the features of the material in your notebook. Share your findings with a classmate.

Hold up your Student's Book to page 129 and point to the chart. Ask: *What is this?* (a chart to compare the features of two things) *What two things does it compare?* (printed and online texts) Elicit the answers and examples of printed and online texts (e.g. printed texts: books, magazines; online texts: web pages). Read the instructions out loud. Explain that students are going to find both printed and online resources and compare their features using the chart. If you have Internet access, have students research their human body system on the Internet. Share web pages that students can use to find information about human body systems, such as <http://www.accuterm.com/life-sciences.html>. Then take students to the library to do more research on the system they chose. Help students find the section of the library with the books they need. In either case, remind students to choose several sources of information, including at least two printed sources. If you do not have access to the Internet or a library, provide other resources such as biology textbooks and printouts from web pages with information about human body systems. Monitor and help. Let students share the reference materials they found with a classmate and compare their charts. Copy the chart to the board and ask volunteers to go to the board to complete it. Ask:

*Which features do both printed and online texts have? Which features are only in online texts? Which features are only in printed texts?* Elicit the answers. Let students make any necessary changes to their charts.

**Possible answers: Printed:** cover, index, page numbers, guide word or group of words, glossary, bibliography

**Online:** menu, Internet address, hyperlinks, videos

**Both:** title, subtitles, pictures, diagrams, author(s)

## STEP 1

**7** — Work in groups. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 1 of their Final Product. Put students in groups. Clarify that students have to choose only one human body system to write about for their Final Product. To help students, elicit the systems they know and write them on the board (nervous, muscular, skeletal, etc.). Once students have chosen a system and a source of information, tell them to write it in the space provided on page 139. Give them time to take notes about the system using the reference materials. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

**8** — Work in groups. Reflect on the questions and explain.

Read the instructions out loud. Have volunteers read the questions out loud. Put students in groups. Tell them to discuss the questions to reflect on and explain what they learned in the lesson. Set a time limit of ten minutes. Monitor. Have volunteers share their reflections with the class. Sum up that understanding the layout and textual components of sources of information can help students find the most useful texts for a given research topic.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 141.

Next class: Class CD.

Revise and understand information about the human body systems.



- Reflect and act for the own and others' physical benefit.
- Extend repertoires of words and expressions.
- Exchange points of view.


- Make and answer questions to describe components.
- Use demonstrative determiners, verb forms (passives and participles) and adjectives (comparative and superlative) in questions and answers.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Put students in groups. Tell them to make a list of healthy foods and another one with unhealthy foods.

### Activate

**1**  Work in pairs. Match the foods to the organs you think they are good for. Listen to check your answers.

Ask students to open their Student's Books to page 130. Draw their attention to the pictures. Elicit the names of the foods and ask students if they eat or like them. Provide the correct pronunciation of the words. Read the instructions out loud. Put students in pairs. Explain that they have to do the exercise and then reflect on the physical benefits for themselves and others. Monitor and help. Let them compare their answers with another pair. Play the Class CD for students to check their answers. Monitor. If necessary, play the Class CD again. Ask: *Were your predictions correct?* To help students reflect on physical benefits, ask: *Do you include fruit and vegetables in your diet? Is this important?*

**Answers: Brain:** salmon, sardines, walnuts **Muscles:** bananas, red meat, eggs **Lungs:** broccoli, green peppers, orange juice **Bones:** milk, oranges, celery **Eyes:** carrots, corn, eggs **Skin:** blueberries, salmon, green tea **Heart:** tomatoes, potatoes, prune juice **Intestines:** prunes, yogurt

### Identify

**2** Work in groups. Read the text. Label the diagram with the words in bold.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Ask: *What do you know about the digestive process?* Elicit students' answers. Encourage them to use English. Ask students to open their Student's Books to page 130. Put students in small groups. Draw their attention to the picture. Ask: *What system is this? What organs can you*

*see?* Elicit students' answers. Tell students to read the text and label the picture. Alternatively, you can provide copies of digestive system schemes and have them label the parts there to keep them as portfolio evidence. Refer students to the Glossary on page 142 to clarify the meaning of words. Monitor. Encourage students to exchange points of view and reach agreements to determine the correct answers. Elicit the answers.

**Answers: 1** mouth **2** esophagus **3** liver **4** stomach **5** small intestine

**3** Read the text again and answer the questions.

Explain that students are going to read the text from Exercise 2 again to answer the questions. Monitor as students do the exercise. Elicit the answers. To extend students' repertoire of words and expressions, have volunteers retell the digestive process using words they have learned so far.

**Answers: 1** mouth **2** small intestine **3** food the body does not need

**4** Circle the subject and underline the verb of the sentences in the table.

Copy the table to the board. Model the activity. Read the first sentence in the *Active Voice* column out loud and write it on the board. Ask: *What does the sentence talk about?* (food) Circle the subject. Ask: *What is the verb?* (goes down) Underline the verb. Read the first sentence in the *Passive Voice* column out loud and write it on the board. Ask: *What is the subject?* (food) *What is the verb?* (is chewed). Elicit the answers. Ask: *What is the difference between the verbs in the active and passive voice?* (active: verb in Simple Present; passive: verb in Past Participle).

**Answers: Subject: 1** Food **2** The food **3** nutrients **4** Food **5** Food **6** food **Verb: 1** goes down **2** travels **3** Do, enter **4** is chewed, is swallowed **5** is broken down **6** is, turned

## Figure out

**5** Look at the tables and answer T (True) or F (False). Read the instructions out loud. Monitor as students do the exercise. Remind them to notice the verb forms (passives and participles), and refer them back to the table in Exercise 4 if necessary. Monitor and help. To check answers, copy the tables and the sentences to the board. Elicit the subject of each sentence. Guide students to notice that the object of the active voice sentence becomes the subject of the passive voice sentence, and the subject of the active voice sentence becomes the object of the passive voice sentence. To help students understand the passive voice, circle the word *is* and underline the words *broken down*. Have students notice that *is* is the Simple Present form of the verb *to be*, while *broken down* is the Past Participle form of the phrasal verb *to break down*. To check understanding, write the following active voice sentence on the board: *Bile from the liver helps the digestive process*. Have students write the corresponding passive voice sentence individually (The digestive process is helped by bile from the liver). Elicit the answer and write it on the board.

**Answers:** 1 T 2 T 3 F 4 T 5 F

You can use the List of Verbs from the Class CD for further practice. Say sentences in the active voice with verbs from the list (e.g. The heart pumps the blood) and elicit the corresponding passive voice sentences (e.g. Blood is pumped by the heart). Focus on words that can be used to describe human body systems (e.g. pump, carry, transport, bring, inhale, etc.).

Next class: Class CD.

## CLASS 2

**Materials:** Class CD.

**Warmer:** Greet your students. Divide the class into two groups. Explain that volunteers from each group will take turns to go to the front of the class. Have students introduce themselves as if they were a part of the digestive system, starting like this: *Hello! I produce saliva to start the digestive process, I am ...* Tell students to give their classmates clues to help them guess. Use all the words from Exercise 2.

## Practice

**6** Unscramble the questions and write them in your notebook. Use the answers as help.

Elicit what students remember about sentences in the passive voice. Write the passive voice question from Exercise 4 on the board. Have a volunteer come to the board to underline the verbs and circle the subject. Remind students that the verb *to be* is followed by the subject, which is followed by the Past Participle. Ask students to open their Student's Books to page 131. Explain that the questions are in the passive voice. Model the exercise. Write the first scrambled question on the board. Have a volunteer come to board to underline the verb *to be* and circle the verbs in the Past Participle. Ask: *Which is the subject: "food" or "in the mouth"?* (food) Write the unscrambled sentence on the board. Elicit answers.

**Answers:** 1 Is food chewed and swallowed in the mouth? 2 Is food broken down more in the liver? 3 Is unnecessary food expelled from the body by the large intestine? 4 Where is food broken down into nutrients? 5 What nutrients are obtained from food?

**7** Work in pairs. Follow the instructions to play *Guess the Name of the Body Part* using the cards.

Read the instructions on page 131 out loud. Put students in pairs. Tell them they are going to play a guessing game. Have a volunteer read the steps to play the game out loud. Clarify any doubts. Refer students to the Glossary on page 142 to clarify the meaning of words. Monitor and help as students play. Remind students to switch roles. Elicit the answers.

**Answers:** Card A: a brain b small intestine c pelvic bones Card B: a gluteus maximus b cardiac muscle c kidneys

**8** Read the information in the Language box. Identify and underline the comparative and superlative adjectives in the cards in Exercise 7.

Ask students: *Do you remember what comparative adjectives are? What are superlative adjectives?* Elicit what students remember and clarify the concept if necessary. Have a volunteer read the information in the Language box out loud. Write the following adjectives on the board: *longest, longer*. Ask: *What is the adjective?*

(long) Which word is the comparative form? (longer)  
Which is the superlative form? (longest)

Read the instructions on page 132 out loud. Explain that all the adjectives from Exercise 7 are comparative or superlative. Have volunteers write the sentences from Exercise 7 on the board. Point to the first sentence. Ask: Is "more powerful" comparative or superlative? (comparative) What nouns does it compare? (This organ, any computer) Tell students to complete the exercise individually. Monitor. Let students compare their answers with a classmate.

**Answers: Card A:** more logical, more powerful, more complex, faster, smarter than, smaller than, longer, the largest **Card B:** the biggest, more resistant than

Ask students: Did the information in the Language box help you understand Exercise 8 better? Encourage students to notice that the rules apply to all the adjectives from the cards. In order to clarify how to form comparative and superlative adjectives, write the words *logical* and *fast* on the board. Ask: How many syllables does "logical" have? (three) How many does "fast" have? (one) What does this tell us? (In order to make the adjectives comparative / superlative, we add *more / most* to *logical*, but *-er / -est* to *fast*.) Elicit the answers.

### 9 Classify in the table the comparative and superlative adjectives from Exercise 8.

Read the instructions on page 132 out loud. Explain that students are going to use the table to classify the comparative and superlative adjectives that they underlined in Exercise 8. Monitor as students work. Encourage students to use the information in the Language box to help them. Let them compare their answers with a classmate. To check answers, copy the table to the board and have volunteers complete it.

**Answers: Comparative:** more logical than, more powerful than, more complex than, faster than, smarter than, smaller than, longer than, more resistant than **Superlative:** the largest, the biggest

### 10 Work in pairs. Listen to the complete information about the cards in Exercise 7 and answer the questions.

Read the instructions and questions out loud. Put students in pairs. Tell them to predict the answers. Play

the Class CD for students to check their answer. If necessary, play the Class CD again. Elicit the answers.

**Answers: 1** the brain **2** the small intestine **3** the gluteus maximus **4** the brain

## STEP 2

### 11 Work in groups. Follow the instruction.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 2 of their Final Product. Tell students to turn to page 139 and look at the system and text they chose. Explain that students have to make a list of research questions about the text. Put students in their groups. Suggest that students write questions whose answers they do not know, so they can find the information later. Encourage them to write questions about different aspects of the system, such as its components, functions, and process. Let students compare their questions with classmates. When students are finished, tell them to write their questions in the space provided on page 139. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

### 12 Work in pairs. Reflect on your eating habits.

Read the instructions out loud. Have volunteers read the questions out loud. Put students in pairs. Tell them to discuss the questions to reflect on their eating habits. Set a time limit of five minutes. Monitor. Have volunteers share their reflections with the class. Sum up by saying that healthy eating habits can help students function better in all aspects of their life.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 141.

**Next class:** Class CD, dictionaries, several sets of cards with the following words: mouth, esophagus, liver, stomach, small intestine

Propose and answer questions about the human body systems.



- Use verb forms (present) and nouns (with or without determiner, compound, countable or uncountable) in the writing of notes.
- Organize terms and descriptions in tables.
- Establish a number of descriptions based on illustrations.
- Write and / or rewrite sentences to describe components, summarizing information from sources.
- Order sentences to compose notes and relate them to pictures.
- Adjust language according to purpose and intended audience.

### CLASS 1

**Materials:** Class CD, dictionaries, several sets of cards with words related to the digestive process.

**Warmer:** Greet your students. Put students in groups of five. Give each group a set of cards. Have each group member take a card. Explain that each card has a part of the digestive system. Ask students to stand in a line according to the digestive process. Then have students retell the process together. Explain that the student who has the first card (mouth) starts by describing the beginning of the process. Then, the student with the esophagus card follows, and so on, until the digestive process is complete. Monitor and help.

### Activate

#### 1 Work in pairs. Discuss the questions.

Hold up your Student's Book to page 133. Point to the graphic organizers and ask: *What are these?* (graphic organizers) Point to each graphic organizer and ask: *How do you use a brainstorming web / Venn diagram / process organizer?* Elicit the answers and clarify how to use each graphic organizer if necessary. Ask students to open their Student's Book to page 133. Read the instructions out loud. Put students in pairs. Tell them to discuss the questions. Set a time limit of five minutes. Monitor. Have volunteers share their answers. Sum up by saying that each graphic organizer is useful for organizing different types of information. For example, the Venn diagram is the best graphic organizer to compare and contrast two things, but the process organizer is the best to write the steps to do something.

### Identify

#### 2 Complete the text with the words from the box. Listen to check your answers.

Ask students: *Do you know how the circulatory system works?* Elicit students' answers. Encourage them to mention the names of all the organs they know that are

part of the circulatory system. Hold up your Student's Book to page 133 and point to the text. Explain that the text is about the circulatory process. Help students understand that the circulatory process is how the circulatory system works. Read the instructions and the words from the box out loud. Tell students to read the text individually and do the exercise. Refer students to the Glossary on page 142 to clarify the meaning of words. Monitor and help. Play the Class CD for students to check their answers. Have volunteers read the complete text with answers out loud. To help students understand the circulatory process, ask: *What does the heart do?* (It pumps the blood.) *What do blood vessels do?* (They carry the blood to and from the heart.) *What do capillaries do?* (They feed the cells and take away their waste.) *What does blood carry?* (blood cells, nutrients, and oxygen) *What is plasma?* (a part of the blood) *What are nutrients?* (elements our body needs to function) Elicit the answers.

**Answers:** 1 heart 2 vessels 3 Capillaries 4 Blood 5 oxygen 6 plasma

### Figure out

#### 3 Read the sentences and underline the correct answer.

Ask students: *Do you remember what countable and uncountable nouns are?* Explain that some things can be counted but others cannot. Model the concept of countable nouns using countable objects from the classroom. For example, hold up three pencils and say: *I have three pencils: one, two, three.* Explain that pencils are countable nouns because you can count them. Then model the concept of uncountable nouns using uncountable objects from the classroom (e.g. water or another liquid). For example, hold up a bottle and say: *I have water.* Swish the water around. Ask: *Can I count how much water I have?* Explain that students can count cups of water, bottles of water, liters of water, and so forth, but they cannot count water itself. Elicit other examples of countable and uncountable nouns. Put students in pairs. Tell them to make a list of things that



are countable and a list of things that are uncountable. Monitor. Write the headings *Countable* and *Uncountable* on the board. Elicit the words students got and write them on the board under the correct headings.

Ask students to open their Student's Books to page 134. Hold up your Student's Book to page 134 and point to the picture. Ask: *What is this?* (a picture of blood) Read the instructions out loud. Have volunteers read the two sentences out loud. Tell students to do the exercise individually. Encourage them to scan the text in Exercise 2 and underline the evidence for their answers. Monitor and help. Let students compare their answers with a classmate. To check answers, ask: *What kind of noun is "plasma"?* (uncountable) *And "red blood cells"?* (countable) Elicit the answers. Clarify that students can count red blood cells, but they cannot count plasma. Ask: *Is the verb "is" singular or plural?* (singular) *And the verb "survive"?* (plural) Elicit answers.

**Answers:** 1 uncountable 2 countable 3 Uncountable  
4 Countable

**4 Write the nouns from the text in Exercise 2 in the correct category.**

Elicit the parts of the circulatory system and write them on the board. Point to different words and ask: *Is this word countable or uncountable?* Elicit their answers. Read the instructions out loud. Tell students to read the text in Exercise 2 quickly and underline all the nouns. Elicit the nouns and complete the list on the board. Tell students to do the exercise individually. Encourage them to pay attention to context clues to know if a noun is countable or uncountable. Monitor and help. Let students compare their answers with a classmate. Have volunteers say the answers out loud.

**Answers: Countable:** system, muscles, group, vessels, heart, organ, arteries, veins, capillaries, cells, body, nutrients, adult, liters, platelets **Uncountable:** blood, skin, waste, oxygen, plasma

✔ **Next class:** the reference materials students chose in Lesson 1.

**CLASS 2**

**Materials:** the reference materials students chose in Lesson 1.

**Warmer:** Greet your students. Write the following words on the board: *heart, vein, blood, and oxygen*. Ask: *What human body system do these words describe?* (circulatory system) Elicit what students remember about the circulatory system. Put students in pairs. Tell them to make sentences about the circulatory system using the words on the board. Remind them to be careful to conjugate the verbs correctly. Monitor. Encourage students to show respect when taking turns and participating. Let students compare their answers with another pair. Elicit answers.

Practice

**5 Read the text. Classify the words in bold in the table.**

Ask students to open their Student's Books to page 134. Hold up your Student's Book to page 134, point to the picture, and ask: *What system is this?* (respiratory system) Elicit what students know about the respiratory system, including its components and function. Explain that students are going to read a text about the respiratory system. Have volunteers read the text out loud. Tell them not to pay attention to the words in bold yet. Help with the pronunciation of words. Refer students to the Glossary on page 142 to clarify the meaning of words. Monitor. Elicit the components of the respiratory system and write them on the board. Ask: *What is the most important function of the respiratory system?* (breathing) Elicit the answer.

Read the instructions out loud. Clarify that the words in bold are all nouns. Elicit how to differentiate countable and uncountable nouns (countable nouns can be plural). Tell students to do the exercise individually. Monitor and help. Copy the table to the board and have volunteers complete it.

**Answers: Countable:** system, parts, body, larynx, trachea, chest, tubes, bronchi, lungs, bronchioles, alveoli  
**Uncountable:** oxygen, blood

Lesson  
**3**

Read the information in the Language box out loud. Write the word *alveoli* on the board. Tell students that this word is plural. The singular word for this is *alveolus*. Explain that, in English, some nouns have an irregular plural form, particularly those that are taken from Latin or Greek. Clarify that this is very common for scientific terms. Explain, for example, that words that end in *-us* usually come from Latin and have the plural form *-i* (e.g. bronchus–bronchi).

**6 Read the sentences and underline the correct answers.**

Have volunteers read the instructions and the sentences out loud with both options. Elicit what students remember about comparatives and superlatives. Then elicit what they remember about the passive voice. Tell students to do the exercise individually. Encourage them to consult their notes from the previous lesson to help them. Let students compare their answers with a classmate. Elicit the answers.

**Answers:** 1 most 2 inhaled, exhaled 3 smaller  
4 tiniest 5 exchanged

**7 Write notes about what you remember about the circulatory system. Don't go back to Exercise 2.**

Ask: *What do you remember about the circulatory system?* Elicit information. Tell students to open their Student's Books to page 135. Explain that students have to write notes about the circulatory system without consulting the text in Exercise 2. Guide students to notice that the brainstorming web from Exercise 1 on page 133 can help them take notes about the components of the system, and the process organizer is useful for taking notes about the process. Draw a brainstorming web on the board. Write *circulatory system* in the central circle and add circles with components that volunteers mention. Then draw a process organizer on the board and write steps from the process of the circulatory system in order. Do not complete either organizer. Tell students to complete their notes individually. Monitor and help.

**8 Share your notes with a classmate and provide feedback.**

Put students in pairs. Explain that they have to compare their notes from Exercise 7. Encourage them to compare not only their information, but also how they took

notes: using graphic organizers, outlines, complete sentences, etc. Give students time to discuss.

**STEP 3**

**9 Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 3 of their Final Product. Tell students to take out the reference materials that they chose for their Final Product. Put students in their groups. Explain that students have to take more notes about the system they chose in Lesson 1.

Encourage them to use graphic organizers and any other note-taking methods that work for them. Say that students should take notes about the components, function, and process of the system they chose. Add that they should also answer the questions they wrote in STEP 2 on page 139. Next, tell students to share their notes with a classmate. Encourage them to give each other feedback about the way they took their notes and the information they found. Monitor and help. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Reflect**

**10 Answer the questions and share your conclusions with the class.**

Read the instructions and questions out loud. Elicit the methods that students used to take notes in the lesson and write them on the board. Then have volunteers share the problems they encountered when taking notes and the feedback that their classmates provided. Sum up by saying that good note-taking strategies help students plan their writing and take notes that are easier to understand.

**Answers:** Answers may vary.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 141.

Next class: dictionaries.

Write notes to describe human body systems.



- Value the use of punctuation marks.
- Spot and clarify doubts.
- Evaluate progress in English proficiency.
- Order sentences to compose notes and relate them to pictures.

## CLASS 1

**Materials:** dictionaries.

**Warmer:** Greet your students. Write the following scrambled words on the board: *eioprd* (period), *acmmo* (comma), *ocoln* (colon), *seimocoln* (semicolon), *catlaip* (capital letter), and *slpnelig* (spelling). Put students in small groups. Explain that students are going to unscramble the words. Clarify that the words are related to punctuation marks and editing. Tell students to work together to unscramble the words. Set a time limit of three minutes. Monitor. Elicit the unscrambled words and write them on the board. Have volunteers come to the board and draw the corresponding punctuation marks next to the words (e.g. semicolon ;). To clarify the concept of capital letters, have a volunteer come to the board and write a few capital letters. To clarify that concept of spelling, write an incorrectly spelled word on the board (e.g. speling) and have a volunteer correct it.

## Activate

**1 Work in pairs. Look at the sentences and discuss what the symbols in red are used for.**

Ask students to open their Student's Books to page 136. Hold up your Student's Book to page 136 and elicit what they can see. Ask students: *What do you think you can use these editing marks for?* Elicit answers. Help them notice that the marks indicate that there are mistakes that have to be corrected. Read the instructions out loud. Put students in pairs. Explain that they have to analyze the sentences in the text and figure out what the symbols are for. Monitor and help. Elicit the answers. Review the editing marks in the bookmark. Explain that, when checking a text, the editing marks are useful to indicate that something is missing or is wrong in the text.

**Answers:** The symbols are used to edit and correct a text.

- Assess own work and that of others.
- Promote respect and collaboration in school work.
- Take off or add information to improve their notes.

## Identify

**2 Work in pairs. Use the editing marks in Exercise 1 to correct the sentences. Then compare your answers and write the sentences correctly.**

Read the instructions out loud. Explain that students are going to read the two sentences in order to correct punctuation and spelling. Have volunteers read the sentences out loud. Write the sentences on the board. Model editing the first sentence. Tell students to only write the editing marks, not the corrected sentences. Encourage them to consider if there are spelling mistakes or missing periods, commas, or capital letters. Have dictionaries on hand. Let students know there are dictionaries available in case they need to check the spelling of a word. Monitor and help as students correct the second sentence individually. Put students in pairs. Tell them to check each other's work. Let them make any necessary changes. Have a volunteer come to the board and write the editing marks to correct the second sentence. Do not erase the board yet.

**Answers:** 1 1842, Crawford ng used ether to put patients to sleep during surgery. 2 William rvey showed how blood flows in the body in 1628 .

Have volunteers read the rules from the Language box out loud. Draw students' attention to the sentences on the board. Elicit the capitalization errors. For each error, ask: *Which rule tells us this is an error?* Elicit the answers.

## Figure out

**3 Read the text and focus on the highlighted punctuation marks. Then match the columns below.**

Ask students to close their Student's Books. Tell students that you will read a short text out loud and pause where there are punctuation marks. Explain that students have to listen and try to predict which punctuation mark is needed every time you pause. Tell them that the punctuation marks are the ones they unscrambled at the beginning of the class. Read the

first sentence of the text in Exercise 3 out loud. Pause and elicit which punctuation mark students think is needed. Repeat the procedure with the other sentences. Clarify that some sentences have more than one punctuation mark.

Ask students to open their Student's Books to page 137. Read the first part of the instructions out loud. Have volunteers read the text out loud. Ask: *Were your predictions correct?* Elicit their answers. Read the second part of the instructions out loud. Explain that students are going to match the punctuation marks to their description. Monitor. Let students compare answers with a classmate. Elicit the answers.

**Answers:** 1 b 2 d 3 a 4 c

## Practice

### 4 Use the editing marks to correct the sentences.

Read the instructions out loud. Explain that students are going to check the sentences and correct them using the editing marks. Tell them not to rewrite the corrected sentences yet. Monitor and help. Let students compare their answers with a classmate. Write the uncorrected sentences on the board. Have volunteers go to the board and write the editing marks they consider necessary to correct the sentences. As they write the editing marks, ask: *Why did you make this a capital letter? Why did you put (a comma) there?* Encourage them to share their reasons. Let students make any necessary changes in their Student's Books. Finally, have students rewrite the sentences with the corrections. Monitor. To evaluate their progress in English proficiency, ask: *Do you know how to edit sentences in English better now than at the beginning of the lesson?* Ask volunteers to share their reflections with the class.

**Answers:** 1 Ball and socket joints move in all directions, to the right, to the left, up and down. 2 Pivot joints twist so that the hand can turn over to the right, to the left, up and down.

Next class: Class CD, dictionaries. Tell students to bring dictionaries.

## CLASS 2

**Materials:** Class CD, dictionaries.

**Warmer:** Greet your students. Elicit what students remember about the skeletal system. Encourage them to mention its function (It holds up our bodies and protects our organs) and components (e.g. bones, joints, pivot joints, etc.). Put students in small groups. Tell them to make a list of all the components they know. Explain that all group members have to participate. Monitor. Elicit the components and write them on the board.

### 5 Write the corrected sentences from Exercise 4 in the picture they belong.

Ask students to open their Student's Books to page 137. Hold up your Student's Book to page 137 and point to each picture. Ask: *What kind of joint is this?* Elicit the answers. Write the corrected sentences from Exercise 4 on the board. Ask students to find the terms *ball and socket joint* and *pivot joint* in the sentences. Have volunteers go to board and underline the terms. Read the instructions out loud. Tell them to label the two pictures with the sentences. Monitor. Elicit the answers. Put students in pairs. Ask them to rephrase the sentences. Encourage them to use English. Monitor and help. Have volunteers share their answers.

**Answers:** 1 Ball and socket joints move in all directions, to the right, to the left, and up and down. 2 Pivot joints twist so that the hand can turn over to the right, to the left, and up and down.

You can use Poster Unit 8 from the Class CD for further practice. Elicit what joints are (places where two bones link up). Ask: *Where do we have joints in our body?* Elicit answers. Tell students to brainstorm body parts where there are joints (e.g. elbows, knees, hips). Tell students that they can move their bodies to help them think. Encourage them to use English. Point to the body parts on the poster as students name them. Say the name in English if students said it in Spanish. Ask: *Where is the ball and socket joint from the exercise located?* (hip) *Where is the pivot joint located?* (wrist) Guide students to the answers and point to the correct places on the poster.

**6 Work in groups of four. Follow the instructions.**

Explain that students are going to mark and correct the mistakes in five sentences about the skeletal system. Read the instructions out loud. Put students in groups of four. Read STEP 1 out loud. Tell students to read the sentences but not make any corrections yet. Monitor. Read STEPS 2 and 3 out loud. Ask students to decide who will be Students A, B, C, and D. Suggest that students C and D use a dictionary to check the spelling of words if needed. Remind all students to use the editing marks. Monitor and help as students perform STEPS 2 and 3. Read STEP 4 out loud. Explain that students are going to share the corrections they made to the sentences to spot and clarify doubts. Tell them to take turns to present their part of the work. Ask them to assess their work and give each other a respectful opinion about it. This will promote respect and collaboration in schoolwork. Encourage students to show respect when taking turns and participating. Remind them to write the final version of the sentences in paragraph form. Encourage them to proofread the paragraph to make sure they found all the punctuation, capitalization, and spelling mistakes. If students detect any further mistakes, tell them to make the corresponding editing symbols in the sentences and corrections in their paragraph.

**Answers:** The skeletal system plays many important roles. First, it provides structural support for the entire body. Arthritis is a common disease of the skeletal system. Second, it also protects organs like the heart, the lungs, and the brain, and it helps us move. Finally, it stores minerals and fats, and produces red blood cells.

**STEP 4**

**7 Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 4 of their Final Product. Tell students to turn to page 140 and reread the notes they wrote in STEPS 1 and 3. Put students in their groups. Explain that students are going to use the editing marks to correct their notes. Clarify that students should look for errors in spelling and punctuation, but they can also add information they think is missing from their notes. Set a time limit of five minutes for students to edit their notes. Monitor and

help. Then tell students to switch Student's Book with a partner to check each other's notes and add any missing editing marks. Monitor and help. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Reflect**

**8 Work in groups. Reflect on your progress. Compare a text you wrote from an earlier lesson to the text you wrote today.**

Read the instructions on page 138 out loud. Put students in groups. Explain that they are going to reflect on their progress together by discussing the questions. Tell students to compare their notes from this lesson with other notes they wrote, such as those from STEPS 1 and 3. Set a time limit of 10 minutes for students to discuss. Monitor and help. Have volunteers share their answers with the class. Sum up by saying that editing is an important part of the writing process that helps you improve your writing.

**Possible answers:** **1** The text from today. **2** You learn new information and strategies. Also, you can detect errors that you didn't notice before. **3** Other people have different perspectives and can help you detect confusing or missing information.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 141.

**Next class:** the reference materials students chose in Lesson 1.

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

# Notes about a Human Body System

## CLASS 1

**Materials:** the reference materials students chose in Lesson 1.

### STEP-1

**1** Work in groups. Write notes about the human body system you chose in Exercise 7 on page 129. You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Greet your students. Remind students that their Final Product is notes for a human body system. Put students in their Final Product groups. Tell students to open their Student's Books to page 139 and look at the human body system, sources of information they chose, and notes they took in Lesson 1. Ask students: *Are you glad you chose this human body system? Do you wish you had chosen a different one? Why?* Have volunteers share their answers with the class.

### STEP-2

**2** Work in groups. Write questions about the human body system you chose in STEP 1.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions for STEP 2 out loud. Tell students to review the questions they wrote in Lesson 2. Encourage students to add new questions to their list if there is anything else that they want to know about the human body system they chose. Explain that students can write questions using comparatives and superlatives, as well as *Wh-* questions. Monitor. Let students compare any new questions with classmates who chose the same system.

### STEP-3

**3** Work in groups. Take notes to answer your questions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud. Tell students to read the notes that they made in Lesson 3. Ask: *Do your notes answer all your questions from STEP 2? Do you include the components, function, and process of the*

*human body system you chose? Is there anything else that you need to add to your notes in order to have complete information? Do you use graphic organizers or another efficient way to take notes?* Tell students to evaluate their notes and make any necessary changes. Monitor and help. Encourage groups to discuss note-taking methods and information to include. Monitor.

### STEP-4

**4** Work in groups. Use the editing marks to correct your notes.

Read the instructions for STEP 4 out loud. Tell students to use the editing marks to correct their revised notes from STEPS 1 and 3. Remind them to check for spelling and punctuation. Also encourage them to add any information they forgot to include in STEP 3. Set a time limit of five minutes for students to edit their notes. Monitor and help. Then tell students to switch Student's Book with a partner to check each other's notes and add any missing editing marks. Monitor and help.

▀ **Next class:** bag, strips of paper (at least one per student) with the names of the components of human body systems (e.g. heart, arteries, mouth, esophagus, etc.), paper, colored pencils, magazines with pictures of human body systems, scissors, glue. Ask students to bring colored pencils and magazines with pictures of human body systems.

## CLASS 2

**Materials:** sources of information about tourist attractions in different places, large sheets of paper, colored pencils, markers, magazines, scissors, glue.

**Warmer:** Greet your students. Put the strips of paper in a bag and mix them up. Ask each student to take out a strip of paper. Do not let them open the strips until every student has one. Tell them to open their strips at the same time. Explain that students have to get together with the students who belong to the same system. Once students have sorted themselves, tell them to say: *We are the (name) system!*

## **STEP-5** Further practice

**5** Write on a piece of paper a final version for your notes. Make a drawing or cut a picture to illustrate them.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell students to open their Student's Books to page 140. Read the instructions out loud. Explain that students are going to make a final, corrected version of the notes they made in the previous class, and then illustrate their notes. Give each group a clean sheet of paper. Tell students to take out their colored pencils and magazines. Distribute the materials you brought to class as needed. Tell students to draw or cut out a diagram of the human body system they chose. Remind them to include all the components of the system they chose and to label the components. Suggest that students copy diagrams from their sources of information. Tell students to decide where to write their final, corrected notes on the piece of paper. Encourage students to include headings (e.g. components, function, process) and to use different colors to make their work easy to understand and attractive. Monitor as students work.

**6 Work in groups. Present your notes.**

Read the instructions out loud. Explain that students will take turns to present their notes to their group. Before you put students in groups, encourage them to practice their presentation with a classmate. Suggest that they use sequence connectors when they present the process of the human body system they chose. Set a time limit of 10 minutes for students to practice their presentations. Monitor and help.

Explain that it is time for students to present their notes. Put students in groups. If possible, all group members should have taken notes on a different human body system. Monitor as students present. Encourage them to show respect when taking turns and listening. When students finish presenting, explain that they are going to evaluate their classmates' performance. Tell them to consider the quality of: the diagrams, the research, and the presentation of the notes. Monitor. Remind students to be respectful. Then tell students to find a place in the classroom where everyone can see

their notes and put them there. If time allows, let students walk around the classroom and analyze the notes.

## **STEP-6**

**7 Discuss in groups.**

Explain that it is time for students to reflect on what they learned during the Final product. Have volunteers read the questions for STEP 6 on page 140 out loud. Tell students to discuss the questions in their groups. Set a time limit of 10 minutes for students to discuss. Monitor as students discuss. After students discuss, ask groups to share their reflections with the class. If necessary, guide students to mention that there are several methods for taking notes. Clarify that the method that is most useful for you depends on the information you are taking notes about. Say that graphic organizers are very useful for taking notes, but the graphic organizer you should use depends on the information you need to represent. Make sure students understand that they can analyze layout and textual components to help them choose appropriate reference materials. If necessary, explain that students can use editing marks to edit all sorts of notes and texts, including complete sentences and graphic organizers.

Title            **The Brain**

Type of text    Informative

Fact  
File

### Summary

The chapter includes information about the human brain, its parts, and its functions. Part of the nervous system, the human brain controls the functions of the body. The main parts of the brain are the cerebrum, and the cerebellum. The brain also has four lobes: the frontal, parietal, occipital, and temporal lobes. The brain processes all the messages received by the senses. These messages travel along the nerve fibers to the brain cells. The spinal cord transmits messages from our legs, arms, and trunk of our body to the brain. The brain collects all the information, makes sense of it, restructures it, compares, thinks, plans for actions, and decides what to tell our body to do, even when we are sleeping. The average brain weighs 1.4 kg, but it uses 20% of the body's blood and oxygen. We use our entire brain, not just 10%. Music can affect brain function. Eating well, exercising, and sleeping enough keep the brain healthy.

## First Reading

Greet your students. Tell students to open their Readers to page 102. Read the title out loud. Ask: *What do you know about the human brain?* Elicit answers. Encourage students to use English. Put students in pairs. Tell them to discuss and answer the pre-reading questions. Then have students read the chapter individually. Encourage them to use the Glossary on page 115 or a dictionary if they have any vocabulary questions. When students finish reading, ask volunteers to summarize the chapter. Then ask other volunteers to say if they liked the text and why.

Ask students to turn to the Comprehension Exercises on page 113. Read the instructions for Exercise 1 out loud. Ask students to read the sentences and answer if they are true or false without rereading the text. Once students have finished, tell them to read the chapter quickly to check their answers. Then put students in pairs and have them correct the false sentences. Elicit the answers and the corrected sentences.

Next, read the instructions for Exercise 2 on page 113 out loud. Tell students to try to guess the answers. Then have students read the chapter quickly to find the answers. Encourage them to underline the evidence for their answers. Let students compare their answers with a classmate. Elicit the answers.

## Second Reading

Elicit what students remember about the chapter. Explain that they are going to reread the chapter. Tell

students to open their Readers to page 102 and read the chapter individually. Monitor. When students finish reading, tell them to turn to the Extension Exercises on page 114. Read the instructions for Exercise 3 out loud. Have volunteers read the questions out loud. Put students in pairs. Tell them to discuss the questions. Monitor and encourage students to show respect. Have volunteers share their answers with the class. Explain that these are all important questions that scientists today are researching.

Next, read the instructions for Exercise 4 on page 114 out loud. Explain that students are going to make their lists individually and then compare them with their partners. Monitor as students reread the text and make their lists. Put students in groups of four. Let them share what they learned and compare their lists. Monitor. Ask volunteers to share the most interesting information they learned with the class.

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

2 1 d 2 c 3 e 4 b 5 a

3 **Possible answers:** 1 Yes, the brain can omit messages and information that do not seem important. 2 Otherwise we would become overwhelmed by information. 3 Yes, parts of the brain deteriorate with age. 4 Yes, they do. 5 You can eat well, use relaxation techniques like meditation, and avoid toxins.

4 Answers may vary.



## Lessons

**1** Go back to page 129, Exercise 8 and share with a classmate two strategies that were useful to find a text.

Greet your students. Explain that today they will self-assess their learning during the unit. Tell students to open their Student's Book to page 141. Read the instructions out loud. Tell students to turn to page 129 in their Student's Book and read the instructions for Exercise 8 individually. Prompt them to reflect on strategies to find useful texts and write down two strategies on page 141 in the space provided. Monitor. Then tell students to share the strategies they chose with a classmate. Encourage them to give reasons for their answers. Monitor. Ask: *Can you find useful texts better now than at the beginning of the unit?* Have volunteers share their answers and reflections with the class.

**2** Go back to page 132, Exercise 12 and share with the class what you learned about eating habits.

Read the instructions on page 141 out loud. Tell students to turn to page 132 and read the instructions for Exercise 12 individually. Ask: *Are eating habits important? Why? What are some good eating habits?* Put students in pairs to discuss the questions. Monitor. After a few minutes, ask: *What do you know about eating habits now that you didn't know at the beginning of the unit?* Have volunteers share their answers and reflections with the class.

**3** Go back to page 135, Exercise 10 and share why it is important to receive feedback from a classmate.

Read the instructions on page 141 out loud. Tell students to turn to page 135 and read the instructions for Exercise 10 individually. Put students in groups. Tell them to reflect on what they learned in Lesson 3 and discuss why it is important to receive feedback. Monitor and help. Encourage them to use English. Have volunteers share their reflections with the class.

**4** Go back to page 138, Exercise 7 and discuss if you can use the editing marks for other subjects at school.

Read the instructions on page 141 out loud. Tell students to turn to page 138 and read the instructions and questions for Exercise 8 individually. Ask: *Do you think you can use the editing marks for other school subjects? Which ones? Why?* Put students in groups. Tell

them to discuss the questions. Monitor and help. Have volunteers share their reflections with the class. Sum up by saying that students can use the editing marks to edit texts for any school subject.

## Final product

**5** Use your answers to STEP 6 on page 140 to write a summary about your development.

Prompt students to turn to page 140 and read the instructions for STEP 6 of the Final Product individually. Tell them to read the questions and review what they discussed. Ask students to turn back to page 141. Explain to students that, individually, they are going to write a summary using the information they discussed in STEP 6. Model the activity. Write on the board the possible beginning to their paragraph: *I found ... useful because ... The strategies that were most useful for me are ... because ... I think that now I am able to write and edit notes to describe human body systems because ...* Tell students to write their summary and to edit it once they have finished it.

## Conclusion

**6** Write down two things you need to improve and plan when and how you will work on them.

Read the instructions on page 141 out loud. Explain to students that they are going to write what skills they consider they have to improve individually (e.g. I'm not very good at finding useful sources of information). Clarify that they can write about any skills they learned or practiced in the unit. Monitor and provide help. Then tell students to write how they can improve and practice the skills (e.g. I will try to pay attention to textual components to help me get the general idea of texts). Put students in small groups. Tell them to take turns to share their answers with their partners. Monitor and help. Have some volunteers share their answers with the class.



# Unit 9

**Social Learning Environment:**

Recreational and Literary

**Communicative Activity:**

Understanding oneself and others.

**Social Practice of the Language:** Read

comics to discuss cultural expressions.

**Final Product:** Discussion about Comic Strip.

Lesson	Activities	Pages
	<i>Share your own experience as a reader with your students and direct students' attention for them to understand how to:</i>	
Explore	<ul style="list-style-type: none"> <li>• Activate previous knowledge.</li> <li>• Recognize author(s).</li> <li>• Identify topic, purpose, and intended audience.</li> <li>• Recognize graphic and contextual components.</li> <li>• Identify textual organization.</li> </ul>	144-146
	<i>Foster a positive and warm atmosphere that guarantees students' confidence to:</i>	
Learn	<ul style="list-style-type: none"> <li>• Value cultural diversity.</li> <li>• Exchange opinions about cultural diversity.</li> <li>• Analyze the function of comic panels, speech bubbles, sound effects / onomatopoeias, etc.</li> <li>• Use different comprehension strategies (e.g. asking questions about the content of the text, anticipating what follows, identifying explicit and implicit information, etc.).</li> <li>• Identify and share reactions (ideas and beliefs) to a text.</li> <li>• Recognize behavior and values expressed in texts and comic panels.</li> </ul>	147-149
	<i>Foster and guide your students for them to be able to:</i>	
Apply	<ul style="list-style-type: none"> <li>• Defend own ideas with arguments based on evidence (e.g. facts, examples, and data).</li> <li>• Offer examples.</li> <li>• Express points of view and acknowledge the interlocutor's answer (e.g. That's what I think. What about you? / We'd love to have your opinion, etc.).</li> <li>• Make questions based on what the interlocutor said (e.g. This is a great scene with so many details. / What kind of details, exactly?, etc.).</li> <li>• Use examples to clarify confusion (e.g. What I mean is ... / For instance / Let me show you, etc.).</li> <li>• Question stands based on common sense opinions (e.g. Why do you say that? Really? Don't you think that ...? etc.).</li> </ul>	150-152
	<i>Foster and guide your students for them to be able to:</i>	
Create	<ul style="list-style-type: none"> <li>• Recognize ideas and take a stand.</li> <li>• Make preferences explicit.</li> <li>• Share opinions.</li> </ul>	153-155



- Activate previous knowledge.
- Recognize author(s).
- Identify topic, purpose, and intended audience.

## CLASS 1

**Warmer:** Greet your students. Ask: *Do you like comic books?* Have volunteers share their opinions. Ask students to open their Student's Books to page 143 and read the activation question. Ask: *What is a cultural expression?* (a way in which people express their culture) Elicit answers and other cultural expressions (e.g. music, dance, art, etc.). Clarify any doubts. Put students in small groups. Tell them to discuss the activation question. Monitor and help. Have volunteers share their opinions with the class.

## Activate

### 1 Work in pairs. Discuss the questions.

To activate previous knowledge, ask: *What is a comic strip?* (a short series of drawings with a small amount of writing, often published in a newspaper) *Have you ever read a comic strip? Where? Do you like comic strips? Why?* Let students take turns participating. Encourage them to use English. Write the most popular answers on the board. Read the instructions out loud. Put students in pairs. Read the two questions out loud. Make sure students understand the questions. Have students discuss the questions. Monitor and help.

**Answers:** Answers may vary.

Comics appeared in different countries at different times during the 1800s. The first comic strip to appear in Mexico was *Rosa y Federico*. It was created by José Tomás de Cuéllar, whose pen name was Facundo. The comic strip appeared in *La Ilustración Potosina* of San Luis Potosí in 1869. It was written on four pages. Each page had four drawings and a caption under each one. Between 1960 and 1990, Mexico had a golden age of comic books. Thousands of comics were sold every day. Some of the most popular Mexican comic books were *Memín Pinguín*, *Kalimán*, and *La Familia Burrón*.

**Source:** Vilches, Gerardo. *Breve Historia del cómic*. Madrid: Ediciones Nowtilus, 2014.

- Recognize graphic and contextual components.
- Identify textual organization.
- Define selection criteria with others.

## Identify

### 2 Read the comic strips and answer if the statements are about comic a or comic b.

Ask students to close their Student's Books. Write the names of the two comic strips on the board. Read the first name out loud and ask: *What do you think this comic strip is about?* Follow the same procedure for the second name. Ask students to open their Student's Books to page 144. Hold up your Student's Book to page 144 and point to the pictures. Ask: *Do you think the stories in the comic strips are similar to what you predicted?* Elicit students' answers. Encourage students to use English. To identify topic, purpose, and intended audience, tell students to read the comic strips individually to answer if the statements describe Comic a or Comic b. Make sure students notice the author of the *Granny Smith* comic strip. Monitor and help. Elicit their opinions on the comic strips. Let them compare their answers with a classmate. Have volunteers say the answers out loud.

**Answers:** 1 b 2 a 3 a 4 b 5 b

### Optional Exercise

Tell students to read the *Granny Smith* comic strip again and look for the name of the author. Have a volunteer say the answer. Tell students that P.D. Lang is a pen name. Clarify that a pen name is a fake name that a writer uses. Explain that it is very common among cartoonists to use a pen name so it is easier for the audience to recognize them. Ask: *Do you know who Trino, Rius, and Quino are?* (famous cartoonists) Elicit their answers. Tell students that their real names are Trino Camacho, Eduardo del Río, and Joaquín Lavado, respectively. Have students notice that these cartoonists all use pen names. If students do not know anything about the cartoonists, tell students to find out about them for the next class.

**Time:** 5 minutes

## Figure out

**3** Read the texts and answer T (True) or F (False) on page 146.

Ask: *Do you like comic strips about superheroes? Have you read one? Which one?* Elicit students' answers. Draw students' attention to the texts. Ask: *What is the format of the first text?* (comic strip) *What is the format of the second text?* (book) *Is the topic of the two texts the same or different?* (the same) *How do you know?* (The same picture appears in both texts.) Elicit answers. Clarify that both texts are about the character Aqua Marina. Ask students to look at the pictures and predict what happens to Aqua Marina. Elicit predictions. Tell students to individually read the two texts. Refer students to the Glossary on page 159 to clarify the meaning of words.

When students finish reading, ask: *Did you like the story?* To identify textual organization, ask: *What elements make the comic strip attractive? Are these elements present in the book?* Elicit students' answers. Read the instructions out loud. Ask students to individually read the statements and answer if they are true or false on page 146. This will help them recognize graphic and contextual components. Monitor and help. Let students compare their answers with a classmate. Then have volunteers share their answers with the class. Encourage them to provide evidence for their answers. When checking the answer to number 1, guide students to mention that the text in the comic strip is arranged in captions and speech bubbles, not in continuous paragraphs. For number 2, point to the panels in the comic strip and have students notice that panels are not used in books. For number 3, point to the speech bubbles in the comic strip and have students notice that all the conversation is in speech bubbles. For number 4, ask students to consider the role of illustrations in a comic (to give the reader a clearer idea of the plot and make the story more attractive) versus in a novel (to decorate the page and activate imagination). For number 5, point to the captions in the comic strip and explain that they describe very briefly what is happening in the story. For number 6, draw quotation marks on the board, point to them, and explain that they are not necessary when conversation appears in speech bubbles.

**Answers:** 1 F 2 F 3 T 4 T 5 T 6 F

You can use Poster Unit 9 from the Class CD for further practice. To help students identify and review common elements in comics, ask questions about the graphic and textual components in the poster. For example, point to the author's name and ask: *Is this the author?* (yes) Elicit the answers. If students do not have any difficulty with this, try pointing to an element and using the wrong name. For example, point to a speech bubble and ask: *Is this a caption?* (no) Elicit the answers. Ask questions to review all elements in this lesson. To keep on practicing, point to elements and ask students if they can find the elements in novels too.

### Optional Exercise

Use the comic books and novels you brought to class for further practice identifying graphic and textual components. Write the following words on the board: *author name, title, chapters, panels, captions, speech bubbles, onomatopoeias, quotation marks, dialogue, and pictures.* Put students in groups. Give each group a comic book and a novel. Tell students to identify the elements on the board in the comic book and the novel. Monitor and help. Have volunteers go to the front and point to the graphic and textual components in the books they worked with.

**Time:** 10 minutes

► **Next class:** Class CD, information about Trino, Rius, Quino, Charles Schulz, and Jim Davis. Pick out novels and comic books from the library or the classroom book collection. Ask students to bring information about the cartoonists.

### CLASS 2

**Materials:** Class CD, information about Trino, Rius, Quino, Charles Schulz, and Jim Davis, comic books, novels.

**Warmer:** Greet your students. Ask them to take out their information about Trino, Rius, Quino, Charles Schulz, and Jim Davis. Put students in groups of four to six students. Tell them to take turns to talk about the cartoonists. Encourage them to mention which cartoons they wrote, the year they were published, and how popular they were. Prompt them to mention if they have read any of the comics by these cartoonists. Monitor and encourage students to show respect during the activity.



Have volunteers share their answers out loud. If possible, write on the board: the pen names of the cartoonists, their real names, and the cartoons they drew.

## Practice

### 4 Copy and complete the table with information about the comic strips in this lesson.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Ask students to complete the table with information about the comic strips in the lesson so they can identify topic, purpose, and the intended audience. Copy the table onto the board. Read the sample information out loud and copy it as well. Tell students to complete the table individually. Let students compare their answers with a classmate. Have volunteers go to the board to complete the table.

**Answers: Granny Smith:** Topic: a grandma who can't use technology Purpose: to make people laugh

Audience: general audience **Aqua Marina:** Topic: a superhero who can turn into water Purpose: to entertain

Audience: general audience **Green Man:** Topic: a superhero who protects the environment Purpose: to inform and educate Audience: children

### 5 Work in pairs. Think about a comic strip you all know. Use the bibliography section on page 192, if necessary.

Read the instruction out loud. Put students in pairs. Explain to students that together with their partner, they are going to think about a comic strip they both know. If you have Internet access, you can have students' research comic strips in English on the Internet. Provide them with examples of comic strips in English to research (e.g. Peanuts, Garfield, Calvin and Hobbes, etc.). Refer them to the Bibliography on page 192. Tell students that they have to think about the topic of the comic, the purpose, and the intended audience. Monitor and promote respect.



### 6 Work in pairs. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 1 of the Final Product. Have students follow the instructions. Ask

students to write the name of the comic they chose in Exercise 5 on page 156. Tell students to work with their partner from Exercise 5 to think about the topic, purpose, and intended audience of the comic they chose. Monitor and provide help. Prompt them to write the topic, purpose, and intended audience on page 156 below the name of the comic in the space provided. Monitor. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

### 7 Work in groups. Discuss the questions.

Read the instruction out loud. Put students in small groups. Read the questions out loud. Explain to students that they are going to discuss the questions with their partners. Tell students to take turns to compare the comic they chose to the ones that are in the lesson. Encourage them to talk about the topic, the characters, and the intended audience mainly. For question 2 suggest to compare a Mexican comic (if they know one) with any of the comics in the lesson. Encourage them to mention if they think a comic strip reflects how the society behaves, based on the country it is from.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 158.

► **Next class:** Prepare a short story that includes making background noises (e.g. Last night I was watching the TV when suddenly somebody knocked at the door [*knock, knock*]. I opened the door and I realized the door creaked [*eee*].) Make the necessary copies for students to work in pairs.

Select and revise comic strip in English.

- Value cultural diversity.
- Exchange opinions about cultural diversity.
- Analyze the function of comic panels, speech bubbles, sound effects / onomatopoeias, etc.
- Use different comprehension strategies (e.g. asking questions about the content of the text, anticipating what follows, identifying explicit and implicit information, etc.).

## CLASS 1

**Materials:** Enough copies of the story you prepared.

**Warmer:** Greet your students. Put students in pairs. Give a copy of the story per pair. Tell students that they are going to read and make the background noises marked with their partner. Tell them to decide who will read the story and who will make the noises. Monitor as the students perform the task. Promote respect. Tell students to change roles. Have volunteers go to the front of the class to perform the task. This might turn out to be a funny activity so try to maintain discipline.

## Activate

**1** Work in pairs. Write the word that represents the sound you hear in each situation in your language.

Ask students to open their Student's Books to page 147. Put students in pairs. Explain that they are going to read each of the situations, make the sound to describe it, and write a word for the sound. Draw students' attention to the example. Read the situation and make the sound. Encourage students to make the sound with you. Write the word on the board. If students' mother tongue is not Spanish, make and write the equivalent sound in their language. Monitor as students do the exercise. Let students compare their answers with a classmate. Have volunteers go to the front to write the words for the sounds and make the noises. Encourage students to show respect when taking turns and participating.

**Possible answers:** 1 bum 2 splash 3 guau 4 fiu  
5 plic-plac 6 pum

- Identify and share reactions (ideas and beliefs) to a text.
- Recognize behavior and values expressed in texts and comic panels.
- Compare own ideas and beliefs with those represented in comic panels and texts.

## Identify

**2** Work in pairs. Listen to the English version of the sounds from Exercise 1. Discuss the differences between the sounds in English and Spanish.

Explain that you will play the class CD for students to listen to the English version of the sounds in Exercise 1. Play the class CD. To help them value cultural diversity, ask students how different the sounds they identified in Exercise 1 are from their English version. If necessary, play the class CD again. Put students in pairs. Ask them to discuss the differences they noticed to exchange their opinions on cultural diversity. Monitor and help. Have volunteers write the English version of the sounds on the board.

**Answers:** Answers may vary.


Read the information in the Language box out loud. Ask students to go back to the comic strips in Lesson 1 and look for onomatopoeias to verify that they understand the concept. Draw speech bubbles on the board. Elicit the onomatopoeias students found and write them in the speech bubbles. Have different volunteers go to the board to draw speech bubbles and write more sounds in them. Ask: *Why do you think onomatopoeias are different in every language?* (Because they are based on the particular way each language sounds.) *When do we use them?* (when we say the sound instead of the word or description) Elicit answers.

**3** Look at the panels and the captions. Complete the sentences with the correct form of the verbs from the box. Listen to check your answers.

Hold up your Student's Book to page 147 and point to the first picture. Ask: *Do you remember how the pictures in comic strips are arranged?* (in panels) *What is the name of the description of the pictures?* (caption) Have them analyze the function of comic panels and sound effects /

onomatopoeias by looking at the panels and captions and completing the sentences with the correct form of the verbs from the box. Have volunteers read the incomplete sentences. Tell students to complete them individually using the words from the box. If necessary, have them read the options out loud so that the sound of the onomatopoeic verbs is clearer. Explain that you will play the Class CD for them for check their answers. Play the Class CD. Monitor and help. Let students compare their answers with a classmate. Have volunteers say the answers out loud. Encourage them to mention the evidence for their answers.

**Answers:** 1 fizzes 2 tweet, purr 3 gulped 4 zooms / zoomed 5 clip-clop / clip-cloped

**4**  **Work in pairs. Research online words in your language that derive from their sound and make a list.** Put students in pairs. Tell students to make a list in their notebook of words in Spanish that are related to the representation of their sound to analyze the function of sound effects / onomatopoeias. Model the activity. Draw a speech bubble on the board. Ask: *What's the sound of (a board falling to the ground)?* (pum) Write the sound in the speech bubble and draw a board falling to the ground. Tell students to copy the drawing and the speech bubble. Clarify that they can use the sounds from the lesson. Monitor and help. If you have Internet access, have students research onomatopoeias in their language on the Internet. Otherwise, provide them with dictionaries to do their research. Monitor and help. Have volunteers go to the board to draw and write the sounds. Encourage students to show respect when taking turns and participating.

**Answers:** Answers may vary.

## CLASS 2

**Warmer:** Greet your students. Put them in groups of four. Explain that students will play a game. Write *Hangman* on the board. Draw the hangman on the board. Elicit the rules for the game. Encourage students to use English. Tell students to play *Hangman* with words from the lesson. Monitor and encourage students to show respect when taking turns and participating.

## Figure out

**5 Read the comic strip. Underline all the elements that appear.**

Write *Aqua Marina* on the board. Ask: *Do you remember what the Aqua Marina comic is about? How does she get her superpowers?* Encourage students to use English. Ask them to open their Student's Books to page 120 and look at the comic. Hold up your Student's Book to page 148 and point to the comic strip. Ask questions about the content of the text as a comprehension strategy: *What is happening in the comic? Who is the villain? Who is the superhero?* Have volunteers share their points of view with the class and ask any necessary questions to improve their comprehension. Tell them they are going to analyze the function of the elements of comic strips. Ask them to underline the elements that appear in each panel. Monitor and help. Let students compare their answers with a classmate. Have volunteers say the answers out loud. Ask: *What is the difference between the thought, bubbles and speech bubbles?* Have volunteers go to the board and draw the bubbles. Encourage them to draw different types of speech bubbles. Highlight the different shape, outline, and design of each bubble.

**Answers:** 1 caption, speech bubble 2 speech bubble, onomatopoeia 3 thought bubble, onomatopoeia

**6 Read the comic strip in Exercise 5 again and answer T (True) or F (False).**

Read the sentences out loud. After each sentence, elicit predictions from the class. Tell students to read the comic strip again to check their answers. Monitor and help. Have volunteers share their answers with the class. Encourage them to mention the evidence for their answers. Explain that some of the information is explicit, but other information is implicit. Ask: *Do you know what explicit and implicit information is?* Clarify that explicit information is information that is clearly stated. For example, *Fire Lord is angry* is explicit, because in the comic strip, Fire Lord says "I'm angry!" However, *Fire Lord is evil* is implicit information. The comic strip does not say that Fire Lord is evil but he does evil things, so we know he is evil.

**Answers:** 1 T 2 T 3 T 4 T 5 T 6 F



Read the information in the Skills box out loud. Ask: *How do you know Aqua Marina is tired?* (sweat drops) Elicit what information students know from text and what they know from pictures and onomatopoeias.



## Practice

**7** Read the comic strip and answer the questions on page 149. Compare your answers with a classmate. Write the heading *Granny Smith* on the board. Ask: *Do you remember what this comic is about? Who is the author?* Elicit answers. Tell students to cover page 149 with a piece of paper. Read the instructions and the first two questions out loud. Monitor as they answer. Let students compare their answers with a classmate. Elicit answers. To anticipate what follows as a comprehension strategy, ask: *What do you think Granny Smith does next?* Tell students to look at the final panel of the comic strip on page 149 to check their predictions.

**Answers:** **1** No, she doesn't. **2** She thinks the person on the phone is talking about a live mouse and gets disgusted. **3** Answers may vary.

Read the information in the Skills box out loud. Draw students' attention to the comic strip in Exercise 7. Explain that some information in *Granny Smith* is explicit (e.g. Granny can't find her cookie recipe), but other information is implicit (e.g. Granny does not know what a computer mouse is). Elicit other examples of explicit and implicit information in the *Granny Smith* comic strip. Ask: *What is the explicit information?* (Granny Smith thinks mice are disgusting.) *What is the implicit information?* (Granny Smith does not know how to use a computer.) Encourage students to mention the evidence for their answers.



**8** Work in pairs. Find elements in the first three scenes of *Granny Smith* that tell us she does not know about computers.

Put students in pairs. Ask them to find elements that reveal that Granny Smith does not know about computers. To recognize behavior and values expressed in texts and comic panels, ask: *Why does Granny Smith hit the computer? Do you think "Granny Smith" transmits the general idea that old people can't understand new*

*technologies? Do you agree with this idea?* Encourage them to express their ideas and beliefs to contrast them with those represented in the comic. Elicit the answers.

**Possible answers:** Granny Smith thinks of the animal mouse, not a computer mouse. She thinks that mice are disgusting, but computer mice are not disgusting.

## STEP 2

**9** Work in pairs. Follow the instructions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 2 of the Final Product. Ask: *What are the features of the comic you chose? What are some implicit ideas?* Put students in their Final Product pairs. Have students follow the instructions. Tell them to examine the comic they chose and determine its graphic and textual features, as well as implicit ideas. Remind them to write their information on page 156 in the space provided. Monitor and help. Have students read the question in the Now I Can feature and discuss their answers in groups.

## Reflect

**10** Work in groups. Discuss the questions.

Read the instructions out loud. Put students in small groups. Tell students to discuss the questions with their partners. Read question 1. Draw on the board the two elements mentioned in the question. Tell students to take turns to compare and contrast the use of each one. Read question 2. Tell students to analyze the use of each of the elements and how useful they are in a comic strip to convey meaning. Have volunteers share their answers with the class.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 158.

► **Next class:** dictionary, cards with descriptions of six or eight superheroes.

Interpret content in comic strips.



- Recognize ideas and take a stand.
- Make preferences explicit.
- Recognize behavior and values expressed in texts and comic panels.
- Defend own ideas with arguments based on evidence (e.g. facts, examples, and data).
- Offer examples.
- Express points of view and acknowledge the interlocutor's answer (e.g. That's what I think. What about you? / We'd love to have your opinion, etc.).

### CLASS 1

**Materials:** dictionaries, the cards you made with descriptions of six or eight superheroes.

**Warmer:** Greet your students. Divide the class into two groups. Explain that a member of one group will take a card and read the description of a character from comic strips to his / her group for them to guess the name of the character. If a group member guesses correctly, the group gets a point. If no one guesses correctly after 30 seconds, the other group has a chance to guess. Then the next group takes a turn. Continue until all the characters have been identified. Encourage students to show respect when taking turns and participating.

### Activate

#### 1 Work in pairs. Discuss the questions.

Write the following questions on the board: *Do you know someone you consider a hero? Who? Why?* Elicit answers. Encourage students to use English. Monitor and help. Ask students to open their Student's Books to page 150. Read the questions out loud. Put students in pairs. Tell them to read the questions, take a stand on the topics, and share their point of view with their partner. Monitor and help as students discuss. Encourage them to show respect when taking turns and participating. Suggest that students make a list in their notebook of the traits they mention. Have volunteers share their answers with the class. Draw students' attention to the picture in the exercise. Ask: *What do these people do? Can real people be heroes? What makes them heroes?* Ask them to discuss the questions with their partner. Let students compare their answers with another pair. Have volunteers share their ideas. Encourage students to show respect when taking turns and participating.

- Make questions based on what the interlocutor said (e.g. This a great scene with so many details. / What kind of details, exactly?, etc.).
- Use examples to clarify confusion (e.g. What I mean is ... / For instance / Let me show you, etc.).
- Question stands based on common sense opinions (e.g. Why do you say that? Really? Don't you think that ...? etc.).
- Share opinions.

**Answers:** Answers may vary.

### Identify

#### 2 Read the information. Check (✓) if you agree with the statements.

Hold up your Student's Book to page 150 and point to the text. Ask: *What is this?* (a web page) *What is the name of the web page?* (Superheroes!) *How many sections does it have?* (four: comics, characters, movies, and shop) *Which section is this text in?* (characters) *What is the text about?* (comic strips whose main character is a female hero) Elicit answers. Encourage students to use English. Guide students to describe the pictures and relate them to the web page tab (characters) to predict the content. Point to the picture of Aqua Marina. Ask: *Who is she?* (Aqua Marina) *What do you think the information is about?* Elicit answers. Encourage students to use English. Guide them to notice that the information is probably about the character Aqua Marina because the tab is called *characters*. Point to the picture of Tomoe. Ask: *Who is she?* (a woman samurai warrior) *What is her name?* (Tomoe) *What do you think the information is about?* Elicit answers. Encourage students to use English. Tell students to read the information individually to check their predictions. Refer students to the Glossary on page 159 to clarify the meaning of words. Monitor and help. When students finish reading, ask: *Which story is more interesting to you? Why?* Have volunteers share their answers with the class.

Read the instructions out loud. Explain that the statements are about the values in the comics *Aqua Marina* and *Tomoe*. Tell students to individually check (✓) the statements they agree with. Monitor. Put students in pairs. Tell them to compare their opinions. Encourage students to say their reasons. Monitor. When students finish, have a vote. Say each statement

out loud and ask: *Do you agree?* Have students raise their hands. Write the number of votes on the board.

**Answers:** Answers may vary.

Read the information in the Skills box out loud. Put students in pairs. Ask them to discuss the values of the comics *Aqua Marina* and *Tomoe*. Monitor. Elicit their answers.



## CLASS 2

**Warmer:** Greet your students. Write the following questions on the board: *If you were a superhero, which superpower would you want to have? Why? How would you help people with your superpower?* Put students in pairs. Ask them to discuss the questions with their partner. Encourage students to use English and to show respect when taking turns and participating. Have volunteers share their answers with the class.

### Figure out

**3** Read the text again and underline the reasons why you agree or disagree with the statements in Exercise 2. Elicit what students remember about the comics *Aqua Marina* and *Tomoe*. Encourage them to share both facts and opinions. Ask students to open their Student's Books to page 151. Read the instructions out loud. Have volunteers read the statements from Exercise 3 out loud. Tell students to individually read the text in Exercise 3 again to underline the reasons why they agree or disagree with the statements. Monitor and help. Have volunteers share their evidence with the class.

**Answers:** Answers may vary.

**4** Match the descriptions of the heroes to the correct trait.

Read the instructions out loud. Have a volunteer read the traits out loud. Ask students: *Do you recognize these words? What part of speech do they have? (adjective) What do they describe? (personality traits) Are they positive or negative traits? (positive)* Elicit answers, but do not elicit the meaning of the words yet. Tell students to read the descriptions of the heroes and individually try to match them to the correct traits, without consulting the Glossary or a dictionary. Let students compare their guesses with a classmate. Monitor. After a few minutes, tell students to use the Glossary on page 159 or a dictionary to clarify the meaning of words. Let students compare their answers with a classmate. Have them say the answers and the meaning of each adjective using their own words. Ask students to make a list of people who have those traits. Explain that this will help them defend their own ideas with arguments based on evidence (examples). Monitor and help.

**Answers:** 1 c 2 e 3 d 4 a 5 f 6 b

**5** Use the organizer to explain your opinions with the reasons you underlined in the text.

Ask: *Are you more convincing or less convincing when you provide reasons for your opinions? (more) Are you more convincing or less convincing when you provide examples? (more)* Elicit answers. Make sure students understand that opinions are not convincing, but reasons and examples are. Tell students to open their Student's Books to page 151. Read the instructions out loud. Explain that students are going to provide reasons and examples for their opinions from Exercise 3. Remind students to use the evidence they underlined in Exercise 4. Copy the organizer to the board to model the exercise. Say: *I agree with Statement 1 from Exercise 3. That is my opinion.* Write the sample text for *Opinion* on the board. Say: *I believe this because Aqua Marina recovers from difficult situations.* Write the sample text for *Reason* on the board. Say: *One time Aqua Marina recovers from a difficult situation is after her parents die.* Write the sample text for *Example* on the board. Clarify any doubts. Monitor and help as students do the exercise. Have volunteers share some of their opinions, reasons, and examples.

**Answers:** Answers may vary.

Read the information in the Language box out loud. Write the following sentences on the board:

*I believe Aqua Girl is brave. Aqua Girl is brave.*

Ask: *Which sentences is clearly an opinion?*

(the first) Elicit the answer.



### Practice

**6** Read the conversation. Underline one opinion, one reason, and one example.

Ask: *Do you think paramedics are real-life heroes?* Make sure students understand who paramedics are and how

they help people. Elicit their opinions. Encourage them to provide reasons and examples. Read the instructions out loud. Explain that the speakers in the conversation are sharing their opinions. Clarify that the speakers provide reasons and examples to help them be more convincing. Have volunteers read the conversation out loud. Tell students to do the exercise individually. Monitor and help. Copy the conversation to the board. Have volunteers come to the board and underline the opinions. If possible, have volunteers underline the reason and the example in different colors.

**Answers: Opinion:** I think paramedics are real-life heroes. / I believe firefighters are real-life heroes too. **Reason:** They are strong. **Example:** They carry heavy medical equipment.

**7 Work in pairs. Read the sentences. Choose one opinion and use the organizer to complete a conversation like the one in Exercise 6. Practice the conversation.**

Read the instructions out loud. Have volunteers read the opinions out loud. After each opinion, ask: *Do you agree?* Have students who agree raise their hands. Explain that students have to choose only one opinion to write a conversation about using the organizer. Clarify that the organizer models a conversation between two speakers. Copy the organizer onto the board to model the exercise. Say: *I think firefighters are real-life heroes. That is my opinion.* Write the sample text for *Give your opinion* on the board. Say: *When I hear an opinion, I want to know the reasons.* Write the sample text for *Question the opinion* on the board. Say: *When someone asks me why I believe an opinion, I provide a reason.* Write the sample text for *Give a reason* on the board. Say: *Sometime a reason is not enough to convince me. I want to know an example to support the reason.* Write the sample text for *Ask for an explanation* on the board. Say: *When someone asks for an example, I provide one.* Write the sample text for *Give an example* on the board. Say: *Did the reason and the example convince me?* Write the sample text for *Give your opinion* on the board. Tell students to do the exercise individually.

Put students in pairs. Explain that they are going to practice the conversations they wrote. Clarify that they have to role play both conversations. Tell students to try to sound convincing when saying opinions, reasons, and examples. After students practice the conversation, tell them to provide each other constructive feedback.

Allow students to modify their conversations to make them more convincing.

**Answers:** Answers may vary.

### STEP 3

**8 From the characters you wrote on Lesson 2, Exercise 9, write a description of the personality of each one on page 157.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 3 of the Final Product. Have students follow the instructions. Clarify that they are going to think about the personality of each of the characters of the comic they chose for their Final Product. Ask students: *What elements do you have to consider when describing a character's personality?* Elicit answers. Put students in their Final Product pairs. Have them give their opinion about each character's personality, the reason for their opinion, and an example. Monitor and help. Have students read the question in the Now I Can feature and discuss their answers in groups.

### Reflect

**9 Work in groups. Discuss the questions.**

Put students in small groups. Explain to students that with their partners they are going to discuss the questions. Read question 1. Tell students to take turns of participation to mention why or why not it is important to provide an example to give the opinion when describing a character's personality. Monitor and promote respect. Read question 2. Have students reflect on the fact that they have to respect people's opinion towards any subject. There is no right or wrong when giving opinions. Encourage students to use English. Monitor and promote respect.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 158.

► **Next class:** Class CD.

Exchange opinions about cultural expressions in a discussion.



- Use different comprehension strategies (e.g. asking questions about the content of the text, anticipating what follows, identifying explicit and implicit information, etc.).
- Identify and share reactions (ideas and beliefs) to a text.

- Recognize ideas and take a stand.
- Make preferences explicit.
- Share opinions.
- Offer examples.

## CLASS 1

**Materials:** Class CD.

**Warmer:** Greet your students. Ask: *Have you traveled to other states in Mexico? Which ones? How similar or different were they from where you live?* Put students in small groups. Tell them to discuss the questions. Suggest that they mention differences in food, language, customs, habits, and so forth. Monitor and encourage students to show respect when taking turns and participating. Encourage them to use English. Have volunteers share their answers with the class. Prompt them to provide evidence for their answers.


## Activate

**1** Work in pairs. Look at the pictures and tell your partner what countries you think they are.

Ask students to open their Student's Books to page 153. Hold up your Student's Book to page 153 and point to the pictures. Elicit if students recognize the places. Put students in pairs. Tell them to mention where they think the places in the pictures are. Suggest that they mention the names of the monuments in the pictures. Encourage students to use English, but allow them to say the names in Spanish if they do not know them in English. Monitor. Check answers. Hold up your Student's Book to page 153, point to the first picture, and ask: *Where is this?* (the United States) *How do you know?* (the monument) *What is the monument called?* (the Statue of Liberty) Elicit the answers. Point to the second picture and ask: *Where this?* (England) *How do you know?* (the monument, the big red buses) *What is the monument called?* (Big Ben) Elicit the answers students know and explain the rest. Elicit other information that students know about the United States and England.

**Answers:** the United States, England

## Identify

**2**  Work in pairs. Read the comic strip and answer T (True) or F (False). Listen to check your answers.

Hold up your Student's Book to page 153 and point to the comic strip. Ask: *What is this?* (a comic strip) *How many characters are there?* (three) *Who are they?* (a boy, a girl, and a food vendor) Elicit the answers. Explain that the boy is from the United States and the girl is from England. Tell students to look at the pictures and brainstorm predictions about what the comic strip may be about. Ask: *Do you remember what brainstorming is?* (when people say a lot of different ideas about a topic) Make sure students understand that it is not necessary for them to have the correct answer yet. Elicit students' predictions. Tell students that you will play the Class CD for them to listen to a conversation between the characters from the comic strip. Play the Class CD. Ask: *What is the comic strip about?* (A British girl and an American boy are buying snacks. They use different words to say the same thing.) Elicit the answer. Ask: *Did anyone predict the main idea of the comic strip correctly?* Instruct students to raise their hands.

Read the instructions out loud. Have volunteers read the sentences out loud. Predict the answers as a class. After each sentence, ask: *Do you think this is true or false?* Elicit predictions. Put students in pairs. Tell them to read the comic strip and do the exercise. Remind them to pay attention to both the pictures and the text. Encourage them to underline or circle the evidence for their answers. Let students compare their answers with another pair. Explain that you will play the Class CD for students to check their answers. Play the Class CD. Check answer as a class. Have volunteers read the sentences out loud and say their answers. Help students analyze the comic strip and understand implicit information by asking questions after each sentence and eliciting the answers. For the first sentence, ask: *What country is the comic strip set in?* (the United States) *How do you know?* (The Statue of Liberty is in the background. Also, the vendor uses American words and says that's how people say them

“here.”) For the second sentence, ask: *What is in the thought bubble?* (French fries) *What does the girl call them?* (chips) Remind students that people from the United States and England sometimes use different words. Elicit other words that are different in the two countries. Refer students to Reader Chapter 9 on pages 116–129 for help. For the third sentence, ask: *Is the comic strip about a British girl in New York?* (yes) Guide students to notice that they can ask questions to help them understand implicit ideas in comic strips. Help them realize that the text and the pictures are both essential for them to understand the comic.

**Answers:** 1 F 2 F 3 T

## Figure out

**3** Look at the comic strips and circle the correct answers.

Hold up your Student's Book to page 154 and point to the comic strips. Ask: *Do you know these comic strips?* Make sure students notice that the panel on the topic is from the comic strip they just read, and the panels on the bottom are from the *Granny Smith* comic strip. Ask: *Do you think these two comic strips have anything in common?* Elicit answers. Encourage students to mention their reasons. Explain that students are going to compare and contrast the comic strips. Have volunteers read the prompts and the options out loud. Tell students to read the panels individually and do the exercise. Monitor. To check answers, have volunteers read the correct sentences out loud. After each sentence, ask questions to help clarify doubts and elicit the answers. For the first sentence, ask: *What word is Emma confused about?* (chips) *What word is Granny Smith confused about?* (mouse) For the second sentence, ask: *Does the word “mouse” have more than one meaning?* (yes) *What are the different meanings of “mouse”?* (a small, furry animal with a long tail, or a small object that you move in order to do things on a computer screen) *Which meaning is Granny Smith thinking about?* (the animal) For the third sentence, ask: *Does Emma say the word “chips” correctly?* (yes) *What does she think about when she hears the word “chips”?* (French fries) For the fourth sentence, ask: *Does Granny Smith forget anything in the comic strip?* (no) For the fifth sentence, ask: *Is Emma upset that words are different in American and British English?* (no)

In order for students to identify and share their reactions to the ideas and beliefs in texts, ask if they agree with the implicit ideas in the comic strips. Ask: *Do you believe that it is hard for old people to understand technology?* *Do you think it is common for people to visit a place where they speak the same language and be confused about words?* Put students in pairs. Tell them to discuss the questions and share their opinions. Remind them to mention reasons for their opinions. Monitor. Encourage students to show respect for opinions that are different from their own. Have volunteers share their opinions with the class. Conclude that comics express implicit and explicit opinions about our world, but we do not have to agree with those opinions.

**Answers:** 1 b 2 a 3 b 4 a 5 b

You can use Poster Unit 9 from the Class CD for further practice. For each graphic element, ask: *What does the (speech bubble) tell us? What is its purpose?* Guide students to mention the function and purpose. After you finish, ask: *What is the comic strip about?* (confusion over the cultural traditions of Halloween, Easter, and Christmas) *What is the purpose?* (to show that traditions are not universal) *Did analyzing the elements of the comic strip help you understand the overall purpose?* Have volunteers share their answers with the class.

Next class: Class CD.

## CLASS 2

**Materials:** Class CD.

**Warmer:** Put students in pairs. Tell them to say what they remember about the comic *Granny Smith* and *A British Girl in New York*. Encourage them to mention their opinions about the comic. Elicit answers.

## Practice

**4** Read the opinions about the comics and check (✓) the one you agree with. Discuss which comic strip presents values and cultural elements.

Ask students to open their Student's Books to page 155. Read the instructions out loud. Explain that students

are going to read different opinions about the comic strips from the lesson and decide which ones they agree with. Have volunteers read the first set of opinions out loud. Tell students to check (✓) the opinion they agree with. If students do not agree with either opinion, tell them to write the opinion that expresses their personal stand. Repeat the procedure for the other sets of opinions. Put students in pairs. Tell them to share their opinions. Encourage students to say their reasons. Monitor. Have volunteers share their opinions and reasons with the class.

**Answers:** Answers may vary.

**5 Work in pairs. Write sentences with your opinions from Exercise 4. Take turns reading them out loud.**

Read the instructions out loud. Explain that students are going to write sentences about all the opinions they checked (✓) in Exercise 4. Clarify that students should try to rewrite the sentences in their own words if possible. Encourage them to write their reasons and to include examples. Remind them that they can begin expressing their point of view with phrases such as *I believe, I think, and In my opinion*. Suggest that students use phrases to introduce their examples, such as *What I mean is that ... and For instance ...* Monitor and help as students write individually.

Put students in pairs. Tell them to compare their sentences. Then have them take turns reading the sentences out loud. Monitor.

**Answers:** Answers may vary.

**STEP 4**

**6 Work in pairs. Follow the instructions.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Explain to students that this is STEP 4 of the Final Product. Ask students: *Which of the four comic strips in Exercise 4 do you like best? Why?* Elicit answers from different students. Point out that not all of them have the same opinion towards the comic strips. Read the instructions out loud. Tell students that in the same way they wrote their opinion in Exercise 5, they are going to write their opinion towards the comic strip they chose in Lesson 1, Exercise 5. Tell students to go to page 157 to Step 4. Encourage them to use phrases to

express opinion. Monitor and provide help. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Reflect**

**7 Work in groups. Discuss the questions.**

Read the instructions out loud. Put students in small groups. Explain to students that with their partners they are going to discuss the questions. Read question 1. Tell students to take turns to read the opinion they wrote in the previous Exercise to their classmates. Monitor and help. Read question 2. Have students reflect on the fact that the opinion is subjective and is based on the preferences and likings people have. Tell students to mention more reasons for people to have different opinions. Encourage students to use English. Monitor and promote respect. Have volunteers share their answers with the class.

**Self-assessment**

You can use Poster Unit 9 from the Class CD for further practice. Read the comic out loud with students. Ask questions to make sure students understand the main idea, the explicit and implicit information, and the cultural references. For example, to check understanding of cultural references, ask: *What holiday occurs around October 30<sup>th</sup> that involves pumpkins?* (Halloween) *What holiday involves painting object with pastel colors?* (Easter) *What holiday involves decorating a tree?* (Christmas) Elicit answers after each question. Next, ask students: *Do you agree or disagree with the ideas from the comic strip?* Tell students to write their opinions in their notebooks. Put students in pairs. Tell them to share their opinions and provide reasons and examples. Encourage students to use the phrases they learned in Lesson 3. Monitor and help. Have volunteers share their opinions, reasons, and examples.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 158.

Exchange opinions about cultural expressions in a discussion.

## Discussion about Comic Strips

### CLASS 1

#### STEP-1

**1** Work in pairs. Write the name of the comic strip you chose in Exercise 5 on page 146 and add the topic, purpose, and audience.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Greet your students. Remind students that their Final Product is a Discussion about Comic Strips. Read the instructions out loud. Tell students to get together with their Final Product partner. Prompt students to review the information they wrote about the comic they chose in Lesson 1. Ask students: *Do you still agree with what you wrote in Lesson 1? Have you learned anything about the comic that makes you want to change your answers?* Let students discuss the questions with their partner and make any necessary changes to the information about the topic, purpose, and intended audience of the comic they chose. Monitor and encourage students to show respect. Then have volunteers share the comic they chose and their topic, purpose, and intended audience.

#### STEP-2

**2** Work in pairs. Analyze the comic strip and write your observations.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud. Prompt students to review the information they wrote about the comic. Ask students: *Do you still agree with what you wrote in Lesson 2? Have you learned anything about the comic that makes you want to change your answers?* Let students discuss the questions with their partner. Encourage them to add more information or make changes to their information if necessary. Monitor and promote respect. Let students compare their information with another pair to give them ideas.

#### STEP-3

**3** Work in pairs. Identify the main characters of the comic strip and analyze their traits. Add reasons and examples.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud. Prompt students to review the information they wrote about the characters from the comic they chose. Ask students: *Is there anything missing for your descriptions? Are your reasons and examples clear?* Have pairs discuss the questions. Tell students to expand on the descriptions, reasons, and examples they wrote in Lesson 3 if necessary. Encourage them to go back to Lesson 3 and review the topic to help them formulate adequate reasons and examples. Monitor and provide help. Then encourage students to look for possible spelling, grammar, and punctuation mistakes and correct them. Once they have finished writing and improving the descriptions, tell them to get together with another pair. Have them share their information with their classmates. Monitor and promote respect. Have volunteers share their answers out loud. Elicit from students if there are similar descriptions about the character from the comic strips they chose. Promote respect.

#### STEP-4

**4** Work in pairs. Write your opinions about the values and characters in the comic strip.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud. Prompt students to review the information they wrote about the characters from the comic they chose. Tell students to read, one by one, the descriptions they wrote about the comic and the characters they mentioned and check if they used appropriate phrases to express opinion (e.g. *I think, I believe, In my opinion*, etc.). Then ask students: *Are your opinions clear? Do you include convincing reasons and examples?* Let students discuss the questions with their partner. Tell them to add reasons and examples for their opinions if necessary. Encourage them to look for possible spelling, grammar, and punctuation mistakes and correct them. Monitor and provide help. Encourage them to use English.



► **Next class:** Tell students to bring an example of the comic they chose (e.g. a comic book, an individual comic strip, a print-out if they chose an online comic).

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## CLASS 2

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**Materials:** examples of the comic that students chose.

**Warmer:** Greet your students. Write *Comic Strips* on the board. Put students in small groups. Explain that they are going to talk a comic strip or comic book they read. Encourage students to mention how often they read it, how they learned about it, and with whom they talk about it. Monitor as the students share and discuss. Encourage them to show respect and use English. Ask students: *What is the most popular comic strip in the class?* Elicit all the different comics students mentioned and write them on the board. Then have a class vote. Say the name of each comic strip and have students raise their hands for their favorite. Write the number of hands on the board. Finally, say the name of the most popular comic.

### **STEP-5** Further practice

#### **5 Practice saying your opinions from STEP 4.**

Read the instructions out loud. Explain that students are going to have a discussion in STEP 6, so they need to prepare for their discussion now. Ask: *How do you think you should prepare for your discussion?* Elicit answers. Make sure students understand that they should explain the comic they chose before they share their opinions. Encourage them to share the information from STEPS 1, 2, and 3 before they share their opinions. Encourage students to use the comics that they brought to class in order to make their examples clearer. Explain that this will help other students who have never read the comic before understand what it is about. In order for them to share their opinions, remind students that they can use the organizer in Exercise 7 on page 152 to help them practice having a discussion that includes opinions, explanations, and examples. Tell students to practice with their partner. Suggest that they practice agreeing and disagreeing with the opinions. Monitor and help.

#### **6 Carry out a discussion with another pair.**

Tell students to get together with another pair. Explain to students that they are going to take turns to explain their comics. Clarify that, afterwards, students are going to discuss their opinions about comics. Explain that all students have to participate in the discussion. Monitor and help as students discuss. Encourage them to express agreement or disagreement with the opinions in a respectful way. After students discuss, ask volunteers to share their information and opinions about the comic strip they chose with the class.

### **STEP-6**

#### **7 Discuss in groups.**

Read the instructions out loud. Tell students to work with their groups from STEP 5. Explain to students that, with their partners, they are going to discuss the questions. Read the questions out loud. Check that the students have understood the questions clearly. Monitor and encourage students to show respect as they discuss. Then check answers as a class. Read Question 1 out loud. Encourage students to mention the reasons to express one's opinion about a topic. Read Question 2 out loud. Encourage students to talk about the importance of listening to people's opinion. Finally, read Question 3 out loud. Help students to reflect on why it is important to say and listen to other people's opinion. Conclude by saying that everybody's opinion is important whether or not we agree with it.

Title            **The Amazing Story of Comics**

Type of text    Informative

Fact  
File



**Summary**

This is an informative text about the story and evolution of comics. It is so called because the first comics were originally humorous. The first comic strips were published in American newspapers printed in black and white. They eventually evolved to narrated stories in TV series and comic books. From being just a source of entertainment, it became a great way to learn about culture, history, customs and technology. Some characters have even existed for decades without aging. Now comics are even available online in different languages like English, Japanese, and Spanish. You can even publish your own comic online!

## First Reading

Greet your students. Tell students to open their Readers to page 116. Read the title out loud. Ask students *What do you think the text is about? What information do you think it contains?* Elicit answers. Encourage students to use English. Put students in pairs. Tell them to discuss and answer the pre-reading questions. Then have students read the chapter individually. Encourage them to use the Glossary on page 129 or a dictionary if they have any vocabulary questions. When students finish reading, ask volunteers to summarize the chapter. Then ask other volunteers to say if they liked the text and why.

Ask students to turn to the Comprehension Exercises on page 127. Read the instructions for Exercise 1 out loud. Ask students to read the sentences and answer if they are true or false without rereading the text. Once students have finished, tell them to read the chapter quickly to check their answers. Then put students in pairs and have them correct the false sentences. Elicit the answers and the corrected sentences.

Next, read the instructions for Exercise 2 on page 127 out loud. Tell students to read the chapter quickly and find the answers. Encourage them to underline the evidence for their answers in the text. Let students compare their answers with a classmate. Elicit the answers.

## Second Reading

Greet your students. Elicit what students remember about the chapter. Explain that they are going to reread the chapter. Tell students to open their Readers to page 116 and read the chapter individually. Tell students to

individually complete Exercise 3 using information from the comic strip. Monitor. Let students compare their answers with a partner. Have volunteers share their answers with the class. Ask students *Is the information in the box similar to the Present?* Encourage students to mention the reasons to their answers. Encourage them to use English.

Next, read the instructions for Exercise 4 on page 128 out loud. Put students in pairs. Explain that students are going to discuss the questions with their partner. Encourage them to give reasons to their answers. Monitor. Ask volunteers to share their answers with the class.

**1** 1 F 2 F 3 T 4 T 5 F

**2** 1 d 2 a 3 b 4 b

**3 50s Family:** old TV, book, clock, old haircuts, women wore dresses, no glasses **Present Day Family:** modern TV with remote control, tablet, no clock, modern haircuts, women wear pants, glasses

**4** Answers may vary.

## Lessons

**1** Go back to page 146, Exercise 7 and discuss with a classmate what features comic strips both written in English and in Spanish have. Write them down.

Tell students to open their Student's Books to page 158. Read the instructions out loud. Tell students to go to page 146 Exercise 7. Tell them to read and review what they did in the exercise. Tell students to go back to page 158. Put students in pairs. Explain to students that they are going to discuss what special features a comic strip has. Encourage them to mention and write them down in the space provided. Encourage them to mention how they help to convey meaning. Monitor and promote respect. Have volunteers share their answers with the class.

**2** Go back to page 149, Exercise 10 and share with the class how important or unimportant captions, onomatopoeia, and thought and speech bubbles are. Read the instructions out loud. Tell students to go to page 149 Exercise 10. Tell them to read and review what they did in the exercise. Tell students to go back to page 158. Ask students: *What was the exercise about?* Elicit students' answers. Read the instruction out loud. Explain to students that in turns they are going to share with their classmates what they learned about the lesson. Encourage them to mention how important or unimportant captions, onomatopoeias, and thought and speech bubbles are to convey meaning. Promote respect when taking turns and participating.

**3** Go back to page 152, Exercise 9 and share your experience using an organizer to put together a conversation about opinions. Read the instructions out loud. Tell students to go to page 152 Exercise 9. Tell them to read and review what they did in the Exercise. Tell students to go back to page 158. Put students in pairs. Explain to students that with their partner they are going to take turns to share their experience when using an organizer to put together a conversation to give opinion. Encourage them to mention the importance of plan and sequence the conversation, as well as including examples. Monitor and promote respect. Have volunteers share their answers with the class.

**4** Go back to page 155, Exercise 7 and share what you think it is okay to do when your opinion is different to other people's.

Read the instructions out loud. Tell students to go to page 155 Exercise 7. Tell them to read and review what they did in the exercise. Tell students to go back to page 158. Make small teams. Explain to students that they are going to take turns of participation to discuss what they think is appropriate for them to do when giving an opinion that is different from that of other people. Encourage students to mention why respect is essential when giving opinions. Have volunteers share their answers out loud.

## Final Product

**5** Use your answers to STEP 6 on page 157 to write a summary about your development.

Read the instructions out loud. Tell students to go to page 157 Step 6. Tell them to read and review what they did in the Exercise. Tell students to go back to page 158. Explain to students that they are going to write a summary using the information they discussed with their partners. Write on the board the possible beginning to their paragraph: *I read different comics and I learned that ..., To improve the way I give opinion towards a topic I am going to ..., I reflected on the fact that not all the people have the same opinion as me ...*. Tell students to write their summary and to reread it once they have finished it in order to make any necessary corrections to it.

## Conclusion

**6** Write down two things you need to improve and plan when and how you will work on them.

Read the instructions out loud. Explain to students that they are going to write what skills they consider they have to improve individually (e.g. I'm not very good at finding useful sources of information). Clarify that they can write about any skills they learned or practiced in the unit. Monitor and provide help. Then tell students to write how they can improve and practice the skills (e.g. I will try to pay attention to textual components to help me get the general idea of texts). Put students in small groups. Tell them to take turns to share their answers with their partners. Monitor and help. Have some volunteers share their answers with the class.

# Evaluation Instrument

## Peer Evaluation Rubric

A peer evaluation rubric is used to assess the team members' collaboration and performance on a given task or project. The students can also use it to evaluate their own performance within the team.

### Instructions:

- 1 Have students write the names of their classmates in the numbered boxes.
- 2 Ask them to assign each member of their group a value (by using the key) for each listed aspect.
- 3 Write your observations about the students' assessments.

**Key:** 0 = Not at all   1 = Poor   2 = Fair   3 = Very Good   4 = Excellent

Attribute	Me _____	1 _____	2 _____	3 _____
Accepted the assigned tasks willingly				
Participated actively in group discussions				
Helped others with their work when needed				
Worked well with other group members				
Worked accurately and completely				
Respected others' opinions and suggestions				
Suggested possible solutions to problems with the task / project				
Followed the teacher's instructions				
Acted as a valuable member of the team				

### Notes:

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# Unit 10

**Social Learning Environment:** Academic and Educational

**Communicative Activity:** Handling information.

**Social Practice of the Language:**

Present information about linguistic diversity.

**Final Product:** Oral Presentation.

Lesson	Activities	Pages
Explore	<i>Give students enough time to reflect on how to learn to:</i>	
	<ul style="list-style-type: none"> <li>• Define criteria to select sources of information.</li> <li>• Locate information that helps responding questions.</li> <li>• Formulate questions to guide their search of information.</li> <li>• Evaluate the function of text components (e.g. index, headings, footnotes, bibliography, glossary, etc.).</li> </ul>	161-163
Learn	<i>Promote reflection on how to use students' knowledge about the use of the language for them to learn to:</i>	
	<ul style="list-style-type: none"> <li>• Relate previous knowledge to the text.</li> <li>• Define purposes for reading.</li> <li>• Use strategies to find information (e.g. Look at the index, titles, pictures, etc.).</li> <li>• Use reading strategies (e.g. Determine the most important information of the text, reread information, infer implicit information, etc.).</li> <li>• Detect frequent used words to anticipate general sense.</li> </ul>	164-166
Apply	<i>Inspire confidence and security in your students for them to be able to:</i>	
	<ul style="list-style-type: none"> <li>• Revise and practice non-verbal language (e.g. facial expressions, body posture, eye contact, gestures, etc.).</li> <li>• Classify and compare prosodic resources (e.g. volume, rhythm, clarity).</li> <li>• Prepare notes and graphic resources that support their presentation.</li> <li>• Define language register.</li> </ul>	167-169
Create	<i>Generate the necessary conditions to create a kind atmosphere in which your students feel confident enough to be able to:</i>	
	<ul style="list-style-type: none"> <li>• Summarize or extend information to clarify ideas (e.g. Finally ... / Let me say something else ..., etc.).</li> <li>• Combine oral interaction with graphic resources and the use of notes to aid their memory.</li> <li>• Make explicit references to the topic and questions of the investigation (e.g. I would like to add ...).</li> <li>• Invite the audience to formulate questions or make comments (e.g. Now, have your say, Any doubts?, etc.).</li> <li>• Confirm or clarify ideas (e.g. Are you saying ...?, Do you mean that ...; etc.).</li> </ul>	170-172



- Define criteria to select sources of information.
- Use strategies to find information (e.g. Look at the index, titles, pictures, etc.).
- Locate information that helps responding questions.
- Formulate questions to guide their search of information.

- Evaluate the function of text components (e.g. index, headings, footnotes, bibliography, glossary, etc.).
- Develop different proposals that promote consensus.

**CLASS 1**

**Materials:** different sources of printed information with the following text components: pictures, index, bibliography, footnotes; links to or copies of web pages with the following text components: hyperlinks, menu.

**Warmer:** Greet your students. Tell students to open their Student's Books to page 160. Put students in small groups. Read the activation questions out loud. Tell students to discuss the questions. Monitor. Then explain that, in this unit, students are going to learn how to prepare and give a presentation.

**Activate**

**1 Match the type of media to its name.**

Ask: *What does "media" mean?* (the ways of communicating information and ideas to a lot of people—for example, newspapers, magazines, and television—as a group) Elicit the answer. Hold up your Student's Book to page 161 and point to the pictures. Ask: *Do you recognize these types of media? Do you use them?* Read the instructions out loud. Have students do the exercise. Monitor and help. Let students compare their answers with a classmate. Have volunteers share their answers out loud. Encourage them to use English.

**Answers:** 1 d 2 c 3 a 4 b

Read the information in the Skills box out loud. Ask: *What is online media?* (social media, web pages, etc.) *Why do you think radio, TV, and online media are grouped together?* (You can get information about events right after they happen.) Elicit the answers. Conclude that it takes time to get precise and reliable information.



**Identify**

**2 Read the text and answer T (True) or F (False).**

Ask students: *What steps do you think you need to follow to do research for a presentation?* Put students in pairs. As a way to activate the ability to formulate questions to guide their search of information, tell them to ask the question with their partner. Elicit some sample steps and write them on the board (e.g. look for a source of information, ask an expert about it, etc.). Monitor and encourage students to show respect when taking turns and participating. Have volunteers share their answers with the class. Write the most relevant steps on the board.

Explain that students are going to read a text about steps to do research. Instruct students to read the text individually. Monitor. Elicit if any of the steps for doing research were mentioned and written on the board. Read the instructions out loud. Have volunteers read the sentences out loud. Tell them to scan the text to find the information. Let students compare their answers with a classmate. If time allows, have volunteers retell the steps to do research without looking at their Student's Books. Encourage students to show respect when participating.

**Answers:** 1 F 2 T 3 T

**3 Complete the sentences with words from the box.**

Have a volunteer read the words out loud. Ask: *What do these words describe?* (text components) *What information do they tell us? Where are they located?* Put students in groups. Give each group a source of printed information. If you have Internet access, share links to the web pages previously chosen by you; otherwise, provide the copies of web pages. Ask students to identify the text components in the sources of information. Provide time for students to examine the sources and discuss the questions. Monitor. Have volunteers mention the elements they found and where they are located.

Read the instructions out loud. Have volunteers read the incomplete sentences out loud. Tell students to

do the exercise individually. Monitor and help. Let students compare their answers with their partners. Elicit the answers.

**Answers:** 1 index 2 footnotes 3 menu 4 titles and pictures 5 bibliography 6 hyperlinks

## Figure out

**4** Copy the table to classify the text components from Exercise 3. Some components can go under more than one source.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Ask: *Can books have hyperlinks?* (no) *Can they have pictures?* (yes) Elicit the answers. Read the instructions out loud. Have volunteers read the text components and the headings from the table out loud. Tell students to do the exercise individually. Remind them that some of the components can appear in more than one source. Let them use the sources of information they examined previously to help them. Monitor. Let students compare their answers with a classmate. To check answers, copy the table to the board and have volunteers complete it. Encourage students to show respect when others are participating.

**Answers: Books:** footnotes, bibliography and references, pictures, glossary, index, contents **Newspapers:** pictures  
**Online Media:** hyperlinks, pictures, menu  
**Magazines:** pictures, contents

► **Next class:** Class CD, books from the classroom book collection (at least one per group of three or four students), a map of North America, printouts from the web page of Canada's census bureau with information to answer the following questions about Canada: Why are French and English the official languages? How many languages are spoken in Canada today? What aboriginal languages are spoken in Canada in the present? Are there any languages in Canada in danger of extinction now?

## CLASS 2

**Materials:** Class CD, books from the classroom book collection, a map of North America, printouts with information to answer the questions about Canada.

**Warmer:** Greet your students. Put them in small groups. Give each group at least one book from the classroom book collection. Elicit the text components from the previous lesson and write them on the board. Encourage students to mention other text components they know (e.g. author name). Tell students to analyze the book(s) and identify different text components. Encourage students to write down what they find. Have volunteers go to the front to show their books and the text components they identified. Encourage students to show respect when taking turns and participating.

## Practice

**5** Work in pairs. Read the questions and check (✓) the source that is useful for finding the answers.

Elicit what students know about Canada. Show students the map of North America. Ask: *Where is Canada located?* (above the United States) Have a volunteer come to the front and point to Canada on the map. Ask: *What languages do Canadians speak?* (English, French, many indigenous and foreign languages) Elicit what students know and share further information.

Tell students to open their Student's Books to page 162. Read the instructions and the topic out loud. Ask: *What is linguistic diversity?* Elicit answers. Explain that *linguistic* means relating to language, so linguistic diversity is the diversity of languages. Have volunteers read the questions and the sources out loud. Clarify that students can only find the information needed to answer the questions in one of the sources. To help students answer, tell them to think about the purpose of each source of information and how recent it is. Monitor and help. Encourage students to use English and to show respect when taking turns and participating. Elicit the answer. Ask: *Why is the web page of the government of Canada the best place to look for the answers to the questions?* Remind students that web pages have recent information. Explain that, because it is published by the government of Canada, this source is also accurate and reliable.

**Answers:** web page of the government of Canada

**6** Number the steps to do research in the correct order.

Tell students to close their Student's Books. Ask: *Do you remember the steps to do research from last class? What*

*are they?* Elicit the answers. Tell students to open their Student's Books to page 163. Read the instructions out loud. Have volunteers read the steps out loud. Tell students to do the exercise individually. Explain that they can read the text in Exercise 2 again to help them. Let students compare their answers with a classmate. Monitor. Elicit the correct order. Encourage students to show respect when participating.

**Answers:** 3, 4, 1, 2

**7** Work in pairs. Read the topics, choose one, and write two research questions about it.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary. Read the instructions out loud. Ask: *Do you remember what linguistic diversity is?* Elicit its meaning. Have a volunteer read the two topics out loud. Ask a different volunteer to say a sample question about one of the topics. Put students in pairs. Have them decide what kind of information they would like to know about the topics. Ask them to formulate questions to guide their research. Tell students that they can read the questions in Exercise 5 again to help them. Monitor and help. Prompt some volunteers to share their questions with the class.

**Possible answers:** What indigenous languages are spoken in Mexico in the present? What indigenous languages were spoken in Mexico in the past? How many languages are spoken in China today? Does China have an official language?

**STEP-1**

**8** Work in groups. Follow the instructions.

You can use this exercise as portfolio evidence. Explain to students that this is STEP 1 of the Final Product. Read the instruction out loud and ask volunteers to read the instructions in the bullets. Tell students to work in groups. Ask students and encourage to think about the community they chose in Exercise 7. Discuss what sources would be useful to answer the questions in Exercise 7. Remind students that some sources of information are more than others. Ask students to first consider what type of sources they need: book, magazine, web page, etc. Tell them to only consider sources with reliable information (e.g., not social media or blogs). Clarify that students do not need to name

specific sources (e.g. book about Mexico in the past). Tell groups to follow the instructions and come to a consensus and write their list on page 173. Monitor and help. Ask volunteers to share their lists and write them on the board. Ask them to evaluate the sources they chose discussing the questions in the last instruction and come to an agreement. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Answers:** Answers may vary.

**Reflect**

**9** Work in groups. Compare your answers from Exercise 8. Discuss the questions.

Remind students of what they did in Exercise 8. Read the instruction out loud and ask volunteers to read the questions: *1 How do you select information?, 2 How do you know if the sources you chose are useful?* and have them answer each one of them in their groups. Encourage students to base their answers on what they did in Exercise 8. Once they finish answering the questions, elicit answers as a group to wrap up the reflection.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 175.

You can use Poster Unit 10 from the Class CD for further practice. Show the poster to the students and ask: *What are these?* (graphs and charts) *Where can you find graphs and charts?* Elicit answers. Tell students that when doing research, they can look at graphs and charts in a text to know if they will find the information they are looking for. Ask: *What information do graphs and charts provide? How do I know if the information is reliable?* Elicit answers. Tell them to check the dates provided for the graphs to know if the information is recent enough for the purposes of their research.

**Next class:** Class CD, your map of North America, definitions and other ways to say the following Spanish and non-American English words: *achicopalarse, desgarrate, palta, huerco*, fairy floss, fizzy juice.

Select information.



- Relate previous knowledge to the text.
- Model reading strategies.
- Use strategies to find information (e.g. Look at the index, titles, pictures, etc.).
- Define purposes for reading.

- Use reading strategies (e.g. Determine the most important information of the text, reread information, infer implicit information, etc.).
- Detect frequent used words to anticipate general sense.
- Locate information that helps responding questions.

### CLASS 1

**Materials:** Class CD, your map of North America, the definitions and other ways to say the following Spanish and non-American English words.

## Activate

### 1 Work in pairs. Tell your partner what you know about Canada.

Display the map of North America from the previous class. To help students relate previous knowledge to the texts in this lesson, point to Canada and ask: *What country is this? What do you remember about it?* Elicit answers. Ask students to open their Student's Books to page 164. Read the instructions out loud. Put students in pairs. Tell them to make a list of the things they know about Canada. Have students to look at the pictures in order to remember very well-known things from Canada: Niagara Falls, the mounted police, and maple leaves. Monitor as they discuss. Elicit what students know about Canada and write it on the board.

**Answers:** Answers may vary.

## Identify

### 2 Read the text quickly and check (✓) the main idea.

Read the instructions out loud. Model skimming. Have a volunteer read the title out loud. Elicit the three types of linguistic diversity from the reader. Ask: *What type of linguistic diversity do you think this text is about?* (diversity within a country) Tell students to look quickly at the picture and the chart to help them answer. Elicit answers. Explain that it is probably about the first type, diversity within a country, because the title mentions a specific country. Also, the picture and chart are both about Canada. Have a volunteer read the possible main ideas out loud. Ask: *Which of these statements is about linguistic diversity in a country?* (the second) Tell students to read the text quickly and do the exercise. Refer students to the Glossary on page 176 to clarify the meaning of words. Monitor. Elicit the answer.

**Answers:** 2

## Skills Resources

You can use Poster Unit 10 from the Class CD for further practice. Show the poster to the students and ask: *Do you know how to read graphs and charts?* Remind students that they are a visual way to represent numerical data. Guide students to notice that graphs and charts have a title that indicates what the data shows. Point to each one and ask: *What does this show?* Have students say the title of each one out loud. Explain how to read each one to understand the information. Conclude that different types of graphs and charts are better to represent different types of information.

Read the information in the Skills box out loud. Explain that students used skimming to get the main idea of the text in Exercise 2. Ask: *Did looking at the title, pictures, and chart help you get the main idea? Did you have to read the entire text in detail to know the main idea? Did the first and last lines of each section tell you something about the content?* Elicit answers.



### 3 Look at the second part of the text and find cognates and key words.

Read the instructions out loud. Elicit what cognates are (words that are similar in English and Spanish). Elicit some examples (e.g. diversity–*diversidad*, nation–*nación*). Elicit what key words are (words you need to know to understand the main idea). Tell students to read the text quickly to find the cognates and key words. Clarify that they should not read the text in detail. Refer students to the Glossary on page 176 to clarify the meaning of words. Monitor as students do the exercise. Let students compare answers with a classmate. Write two headings on the board: *Cognates* and *Key Words*. Elicit the answers and write them on the board.

**Answers: Cognates:** aboriginal, census, Canada, extinction, implementing, official, important, linguistic, diversity, result, immigrants, interesting **Key Words:** aboriginal, languages, spoken, Canada, linguistic, diversity, immigrants

**CLASS 2**

**Warmer:** Greet your students. Write the following words on the board: *Niagara Falls*, *maple leaf*, *moose*, *maple syrup*, and *hockey*. If possible, draw a picture to illustrate each word. Put students in small groups. Ask them to discuss with their partner the words and drawings on the board. Tell them to mention if they believe the words are related and to give extra information. Monitor and help. Elicit answers. Explain that all of the words are symbols of Canada.

**4 Read the questions and examine the text quickly to answer the questions.**

Ask: *What do you remember about the texts we read in the last class?* Elicit answers and write key information on the board. Ask students to open their Student's Books to page 165. Read the instructions out loud. Explain that students are going to look at the second part of the text (in Exercise 3) quickly to find the answers. Clarify that students should not read the text in detail, but only look for the specific information they need by locating the key words from the questions. Have volunteers read the questions out loud. Monitor and help as they do the exercise. Let students compare their answers with a classmate. Have volunteers read the answers out loud.

**Answers: 1** over 60 **2** 410,670 **3** 30 percent

Read the information in the Skills box out loud. Explain that students used scanning to answer the questions in Exercise 4. Ask: *Did you have to read the entire text in detail to answer the questions?* Elicit answers.



**Figure out**

**5 Work in pairs. Compare the strategies you used to read Exercise 2 and 3 and write T (True) or F (False).** Have students read the instruction for this exercise. Then write on the board two columns on the board and write the headings *Exercise 2* and *Exercise 3*. Then have

students brainstorm the strategies they learned in both exercises (skimming and scanning) and their characteristics. Then direct students to the three sentences and tell them to answer T or F. When they finish, have them check answers in pairs before checking as a class. Monitor.

**Answers: 1 F 2 T 3 T**

**Practice**

**6 Read the sentences and answer T (True) or F (False) about the text in this lesson.**

Read the instructions out loud. Explain that students are going to skim and scan the complete text in this lesson (in Exercises 2 and 3). Have volunteers read the sentences out loud. Ask students to predict the answers. Then instruct them to skim and scan the text to check their answers. Let students compare their answers with a classmate. Elicit the answers. Explain that skimming and scanning are pre-reading strategies, because you can do them to find out information about a text before you read it in detail. Ask students: *Did the pre-reading strategies help you know the answers?* Elicit students' answers.

**Answers: 1 F 2 T 3 T**

**Optional Exercise**

Write the following words on the board: *17<sup>th</sup> century* / *1969* / *2011* / *2031* / *20 percent*. Ask: *What does "17<sup>th</sup> century" refer to in the text?* (when Canada was colonized by the English and French) *What does "1969" refer to?* (the year when English and French became official languages of Canada) *What does "2011" refer to?* (the year when Canada had a census and found out the information in the text) *What does "2031" refer to?* (the year in which 30 percent of people who live in Canada will be immigrants) *What does "20 percent" refer to?* (the percentage of people who lived in Canada in 2011 and were immigrants) Put students in pairs. Tell them to scan the complete text in the lesson in order to get the answers. Encourage them to underline the evidence for their answers. Monitor and help. Let students compare their answers with another pair. Have volunteers share the answers with the class. Ask: *Did you know anything about this before this lesson? Was the information surprising? Do you think it is interesting?* Elicit answers. Encourage students to use English and show respect when taking turns and participating.  
**Time: 5 minutes**

**7** Work in pairs. Read the complete text in this lesson carefully and answer the questions.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell students to close their Student's Books. Put students in pairs. Ask them to discuss what they already know about the text and write down important information (e.g. purpose). Elicit answers and write the most relevant contributions on the board. Read the instructions out loud. Explain that it is time to read the complete text in detail. Have volunteers read the questions out loud. Tell students to discuss and answer the questions with their partner. Monitor and help. Elicit answers.

**Answers:** 1 to inform about linguistic diversity in Canada in the past and in the present 2 Answers may vary.

**3** Answers may vary. **4 Possible answers:** What mother tongues do people speak in Canada? Why do people speak so many languages in Canada? What did the 2011 census find out about linguistic diversity in Canada?

**English Resources**

You can use List of Verbs from the Class CD for further practice. Tell students to go back to the texts in the lesson and underline the verbs in the Simple Past and Past Participle forms. Remind students that the Past Participle is preceded by the verb *to be*. Show students the List of Verbs to help them. Check answers as a class. Then use the List of Verbs to review the conjugation of the verbs from the texts. If you have time, put students in pairs. Tell them to write sentences in the Simple Past and Present Perfect using the verbs. Monitor and help.

**STEP 2**

**8** Work in groups. Follow the instructions.

You can use this exercise as portfolio evidence. Explain to students that this is STEP 2 of the Final Product. For that, refer them to the previous step on page 173, so they know what they did for STEP 1. Read the instruction of the exercise out loud and ask volunteers to read the instructions in the bullets. Tell students to work in the same groups as in STEP 1. Tell them that they will read the information in Exercise 2 and 3 to discuss which key words or subtopics about linguistic diversity could be useful to make new questions for the topic they chose in STEP 1. Tell groups to follow the instructions and write

the questions on page 173 about linguistic diversity in the community they chose in STEP 1. Provide help to students at all times. When they finish, ask them to use the sources of information they have from STEP 1 and encourage them to look up information to answer the questions. Tell students to write their answers on page 173. Finally, have students share their answers as a class. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Reflect**

**9** Work in groups. Discuss the questions.

Read the instruction out loud and ask volunteers to read the questions: 1 *What skills do you need when you read information?*, 2 *Which strategies do you use to read information?* and have them answer each one of them in their groups based on what they learned in the lesson. Encourage students to participate and share their answers. Once they finish answering the questions, elicit answers as a group.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 175.

**Next class:** Class CD, notecards. Tell students to bring notecards.

Read information.



- Revise and practice non-verbal language (e.g. facial expressions, body posture, eye contact, gestures, etc.).
- Classify and compare prosodic resources (e.g. volume, rhythm, clarity).
- Prepare notes and graphic resources that support their presentation.
- Define language register.
- Open spaces for your students to practice giving presentations.
- Classify and compare prosodic resources (e.g. volume, rhythm, clarity).
- Make explicit references to the topic and questions of the investigation (e.g. I would like to add ...).

### CLASS 1

**Materials:** Class CD, notecards.

**Warmer:** Greet your students. Ask: *How do you feel when speaking in public? Have you ever spoken to an audience? Do you like it? Why / Why not?* Put students in small groups. Tell them to discuss the questions with their partners. Prompt students to take turns to share their experiences. Monitor and help. Encourage students to show respect when taking turns and participating.

### Activate

**1** Work in pairs. Look at the picture and discuss what is incorrect about the boy's presentation.

Ask students to open their Student's Books to page 167. Hold up your Student's Book of page 167 and point to the picture. Ask: *Where is the boy? What is he doing? Does he look confident?* Put students in pairs. Tell them to look at the picture and identify what is wrong with the boy's oral presentation. Encourage them to reflect on the questions you asked them. Prompt them to consider the audience in the picture. Monitor and help. Encourage students to show respect when taking turns and participating. Let students compare their answers with another pair. Monitor. Have volunteers share their answers with the class. Encourage them to mention the evidence for their answers.

**Possible answers:** The boy is not using adequate volume, is blocking his visual materials with his body, is not looking at the audience, has his hands in his pockets, and is not well groomed.

Read the information in the Skills box out loud. Ask: *Is a presentation that you cannot hear or see interesting?* Put students in small groups. Tell students to reflect on and discuss their experiences when speaking in public. Encourage them to compare their personal experiences to the experience of the boy in the picture. Have volunteers share their answers with the class.



### Identify

**2** Read the presentation and answer the questions.

Explain that students are going to read a part of a presentation. Ask volunteers to read the conversation out loud for the class. Correct pronunciation as necessary. Ask: *What is the presentation about? How many types of English speakers are there?* Elicit answers. Read the instructions out loud. Have volunteers read the questions out loud. Tell students to read the presentation again individually and do the exercise. Monitor. Let students compare their answers with a classmate. Elicit the answers.

**Answers:** **1** English speakers in the world **2** speakers of English as a mother tongue, as a second language, and as a foreign language **3** Good morning, class. **4** Alex is blocking his poster, is not looking at his classmates when he speaks, and has his hands in his pockets. **5** England is a country where people speak English as a mother tongue.

### Figure out

**3** Listen to the presentation and number the notecards in the correct order.

Ask: *How do you think a good presentation starts? Can you give examples?* Elicit answers. Read the instructions out loud. Explain that the notecards are not in the correct order. Prompt students to predict the correct order of the notecards. Give them some time to read the information and predict the order individually. Monitor. Let students compare their predictions with a

classmate. Tell students that you will play the Class CD for them to check their answers. Play the Class CD. Elicit the answers. Clarify that the information in a presentation should have a logical order to make it easier for the audience to understand. Remind students that in a presentation it is important to show respect to the audience by welcoming the audience.

**Answers:** 2, 1, 3

Read the information in the Skills box out loud. Ask: *Do you use notecards to help you during a presentation? Did you ever forget to say something during a presentation? Do you think using notecards would help you give remember?* Put students in small groups. Tell them to discuss the questions. Monitor. Elicit students' reflections on the usefulness of notecards during a presentation. Guide students to reflect that Alex probably did not use notecards, which is why he forgot information during his presentation.



## Practice

### 4 Read the text and complete the notecards to finish the presentation.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Read the instructions out loud. Explain that the text is the second part of the presentation they listened to. Have volunteers read the questions on the notecards out loud. To model the exercise, write on the board: *Who speaks English as a native language?* Write three headings below the questions: *People*, *Examples*, and *Total Number*. Tell students to scan the notecards in Exercise 3 to get the information. Elicit the answers.

Prompt volunteers to read the text out loud. Ask: *What is the topic of the first paragraph?* (speakers of English as a second language) *What is the topic of the second paragraph?* (speakers of English as a foreign language) Elicit the difference between second language and foreign language speakers of English. Ask: *Do you remember what scanning is?* (reading a text quickly to get specific information) Elicit the answer. Ask students to take out the notecards they brought to class. Hand out the notecards you brought as needed. Tell students to scan the text to complete the information using the notecards. Monitor. Tell them to read the text carefully

to check their answers. Let students compare their answers with a classmate. Have volunteers say the answers out loud.

### Answers: Who speaks English as a second language?

English is the official language in the countries where they live, India and Nigeria, 375 million **Who speaks English as a foreign language?** who learn English for education, business, and fun, Latin America, almost one billion

▀ **Next class:** notecards. Tell students to bring notecards.

## CLASS 2

**Materials:** notecards.

**Warmer:** Greet your students. Write the following questions on the board: *1 Did you know using your phone while driving is dangerous? 2 Did you know that now more crashes are caused by cell phone use than by drinking and driving?* Tell students that the questions are both opening statements for the same presentation. Have volunteers read the questions out loud. Ask: *Which opening statement is more interesting? Which one attracts the audience's attention more?* Put students in small groups. Have them discuss the opening questions and decide which is better to open a presentation. Encourage them to give reasons to their answers. Have volunteers share their answers with the class.

### 5 Read the opening sentences for a presentation and underline the correct answers.

Ask students to open their Student's Books to page 169. Read the instructions out loud. Ask volunteers to read the sentences out loud. Tell students to do the exercise individually. Remind them to look for key words and words that are repeated in order to answer the questions. Monitor. Let students compare their answers with a classmate. Elicit the answers.

**Answers:** 1 informal 2 formal 3 the same 4 closing

Read the information in the Skills box out loud. Ask: *Which sentences from Exercise 5 go at the beginning of a presentation? (1 and 2) Which sentence goes at the end of a presentation? (3) How do you know?* Guide students to mention that the beginnings and endings of presentations are very different. Clarify that it is also polite to thank the audience after giving a presentation.



**6 Choose two notecards from the lesson and add an opening and a closing sentence for a presentation.**

Read the instructions out loud. Ask: *What do you need to include in the opening of a presentation?* (a greeting and a sentence that says the topic) *What do you need to include in the closing of a presentation?* (thanks, a call for questions) Elicit answers. Clarify that students have to prepare one presentation using the information in both notecards. Prompt them to decide if they want their presentation to be formal or informal, and to write their sentences accordingly. Monitor as students do the exercise. Let students exchange their sentences with a classmate in order to provide feedback. Instruct students to apply the feedback. Have volunteers share their answers with the class.

Ask students to take out the notecards they brought to class. Hand out the notecards you brought as needed. Tell students to complete them with the information for their presentation. Remind them to include the opening and closing sentences they wrote. Explain that students will use the notecards in the next exercise.

**Answers:** Answers may vary.

**7 Work in pairs. Practice the presentation with your notecards. Tell your partner how to improve his / her body language and tone of voice.**

Explain that students are going to practice the presentation so they can review and practice non-verbal language. Write the following tips on the board: *Don't rush. Don't read a script. Know your audience.* Put students in pairs. Ask them to discuss the tips. Have volunteers say why the tips are important for a presentation.

Read the instructions out loud. Tell students to take turns to practice giving the presentation from their notecards. Remind them about the importance of proper non-verbal language when speaking to an audience. Monitor and help. Encourage students to give each other feedback on their use of non-verbal

language. In order to open spaces for your students to practice giving a presentation, invite volunteers to come to the front to give their presentation.

**STEP 3**

**8 Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Explain to students that this is STEP 3 of the Final Product. Refer them to page 173, so they know what they did for STEP 2. Read the instruction out loud and ask volunteers to read the instructions in the bullets. Tell students to work in the same groups as in STEPS 1 and 2. Tell them that they will write notecards about linguistic diversity in the community they chose. Tell groups to follow the instructions and provide help if necessary. Ask them to share their notecards with another group and provide respectful feedback. Then, tell them to write a clean version on page 174. When they finish, encourage students to practice their presentation using the notecards they wrote. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Reflect**

**9 Work in groups. Discuss the questions.**

Read the instruction out loud and ask volunteers to read the questions: *1 What information did you write in your notecards for your presentation?, 2 Do you think using notecards is useful when you give a presentation?* and have them answer each one of them in their groups based on what they learned in the lesson. Encourage students to participate and share their answers. Once they finish answering the questions, elicit answers as a group.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 175.

Next class: notecards. Tell students to bring notecards.

Rehearse giving a presentation.



- Summarize or extend information to clarify ideas (e.g. Finally ... / Let me say something else ..., etc.).
- Combine oral interaction with graphic resources and the use of notes to aid their memory.
- Prepare notes and graphic resources that support their presentation.
- Make explicit references to the topic and questions of the investigation (e.g. I would like to add ...).
- Revise and practice non-verbal language (e.g. facial expressions, body posture, eye contact, gestures, etc.).
- Evaluate own development and that of others.
- Invite the audience to formulate questions or make comments (e.g. Now, have your say, Any doubts?, etc.).
- Use expressions to bring up a topic (e.g. As I was saying ...).
- Confirm or clarify ideas (e.g. Are you saying ...?, Do you mean that ...? etc.).
- Assess strengths in the use of English.

## CLASS 1

**Materials:** notecards.

**Warmer:** Greet your students. Put students in small groups. Ask them to discuss the following questions: *How many languages do you speak? Which one(s)? Who taught it / them to you?* Encourage students to show respect when taking turns and participating. Monitor and help. Encourage students to use English. Have a volunteer from each group report the answers to the class. Write the languages students speak on the board.

## Activate

### 1 Work in pairs. Share how many languages are spoken in your city or town.

Draw students' attention to the board. Ask: *How many languages do your classmates speak?* Have a volunteer say the answer. Ask: *Do you know anyone who speaks another language? Do you think people speak other languages in your community?* Ask students to open their Student's Books to page 170. Read the instructions out loud. Put students in pairs. Tell them to discuss the languages that people speak in their city or town. Encourage students to show respect when taking turns and participating. Monitor. Elicit other languages that are spoken locally and write them on the board. Add any other languages that you know are spoken in students' city or town. Have a volunteer count the languages on the board and say how many languages are spoken. Ask: *Are you surprised? Do you think this is interesting?* Have volunteers share their answers.

**Answers:** Answers may vary.

## Identify

### 2 Read the text and answer the questions.

Read the instructions out loud. Ask: *What do you think the text is about? What information do you think it will have?* Tell students to look quickly at the title, the subtitle, the picture, and the graph, but not to read the text yet. Elicit answers. Explain that the text is about indigenous languages in Mexico now and in the past. Have volunteers read the questions out loud. Tell students to scan the text to get the answers. Then have them read the text in detail to check their answers. Monitor. Let students compare their answers with a classmate. Elicit the answers. Ask: *Did you know this information? Are you surprised?* Have volunteers share their opinions with the class.

**Answers:** 1 289 2 Náhuatl 3 diminishing

### 3 Read the text again and use different colors to highlight the introduction, body, and closing.

Read the instructions out loud. Explain that students are going to highlight the different parts of the text. Ask: *What part of the text is the introduction?* (the first part) *What part is the closing?* (the final part) *Where is the body?* (in the middle) Tell students to predict which paragraphs are the introduction, body, and closing. Elicit answers. Ask students to read the text in detail to check their answers. Monitor. Let them compare their answers with a classmate. Elicit answers. Ask: *How did you make your prediction? Was your prediction correct?* Have volunteers share their answers with the class.

**Answers:** **Introduction:** first paragraph **Body:** second and third paragraphs **Closing:** last paragraph

## Figure out

**4 Skim and scan the text and write the main ideas of the introduction, body, and closing.**

Ask: *Do you need to read a text in detail to get the main idea?* (no) Elicit the answer. Read the instructions out loud. Tell students to use the techniques they learned in Lesson 2 to get the main ideas without reading the text in detail. Monitor as they do the exercise. Let students compare their answers with a classmate. Tell them to provide reasons for their answers when they are different. Have volunteers share their answers with the class.

**Answers: Introduction:** Mexico has one of the richest diversities of languages in the world. **Body:** Indigenous languages used to be very important, but now fewer people speak them. **Closing:** Many indigenous languages are dying.

## Practice

**5 Complete notecards with information from the text to give a presentation about indigenous languages in Mexico today.**

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Ask: *What information should you include on a notecard?* Elicit answers. Have volunteers read the information in the notecard out loud. Guide students to notice that the notecard only includes the most important information. Help them realize that good notecards use key words, not complete sentences. Emphasize that this can help students remember the information they need for their presentation without reading the complete presentation, which would not let them have good eye contact with their audience.

Read the instructions out loud. Tell students to take out the notecards they brought to class. Hand out the notecards you brought as needed. Encourage students to underline the most important information in the text before they write. Suggest that students write the information in their notebooks first before they write it on the notecards. Tell them not to forget to check for spelling, capitalization, and punctuation mistakes. Monitor and help. Encourage students to use clear handwriting so that they do not struggle to understand during the presentation.

**Answers:** Answers may vary.

✔ **Next class:** Class CD, notecards, large sheets of paper or poster board, colored pencils. Tell students to bring notecards, paper, and colored pencils.

### CLASS 2

**Materials:** Class CD, notecards, large sheets of paper or poster board, colored pencils

**Warmer:** Greet your students. Put students in small groups. Tell them to discuss the following question with their partners: *What do you remember about the text "Linguistic Diversity in Mexico"?* Encourage students to use English. Monitor and help. Have volunteers share what they remember with the class. Encourage students to show respect when taking turns and participating.

**6 Work in pairs. Organize your notecards and decide on an opening and a closing sentence.**

Put students in pairs. Tell them to compare their notecards from Exercise 5. Encourage them to provide reasons for their answers when their information is different. Let them rewrite the information if necessary. Tell students to open their Student's Books to page 172. Read the instructions out loud. Ask: *What information goes at the beginning of the presentation? What goes at the end?* Prompt students to consider the questions as they organize their notecards. To help students write their opening and closing sentences, elicit expressions to use in the introduction and closing, and write them on the board. Monitor and help.

**Answers:** Answers may vary.

**7 Work with your partner to make a poster to help you with your presentation.**

Read the instructions out loud. Hand out the large sheets of paper you brought to class. Explain that the poster should illustrate a point or points from their presentation. Encourage students to make drawings or graphs with interesting information. Direct students' attention to the example poster to give them ideas. Monitor and help.

**Answers:** Answers may vary.



You can use Poster Unit 10 from the Class CD to give students ideas for visual materials. Display the poster. Ask: *Do you remember what graphs and charts are?* Elicit that they are a visual way to represent numerical data. Point to each one and ask: *What type of graph or chart is this?* (pie chart, table, bar graph, abstract pie chart, line graph, donut chart) Elicit what students know and provide the names they do not. Then ask: *Do you remember how to read the graphs and charts?* Have volunteers read the titles out loud and say how to read each one. Guide students to notice that one of the graphs is from the text in Exercise 2. Tell students to scan their notecards to check if they have any information that can go in a graph. Monitor and help.

**8 Practice your presentation. Give each other feedback to improve voice and body language.**

Write the headings *Interrupt* and *Resume* on the board. Under the first heading, write expressions that students can use to interrupt politely, such as *Are you saying ...?* and *Do you mean that ...* Under the second heading, write expressions that students can use to resume their presentations after an interruption, such as *As I was saying ...* and *Returning to my presentation ...* When students feel confident in their presentations, invite volunteers to come to the front and give their presentation. Explain that you are going to respectfully interrupt the volunteers with questions using the phrases under the heading *Interrupt*. Clarify that the volunteers have to answer the questions respectfully and then resume their presentation using the phrases under the heading *Resume*. Instruct the volunteers to begin their presentation. Monitor and interrupt periodically to ask relevant questions. Help students answer and resume their presentations adequately. Conclude by mentioning appropriate places to politely interrupt a presentation with questions. Make sure students understand that it is usually better to write down their questions and ask them after the presentation is over.

**9 Work in groups. Give your presentation to another pair in turns.**

Read the instructions out loud. Put students in groups. Tell them to take turns giving the presentation they prepared. Encourage students to ask questions at the end of the other pair's presentation. Have volunteers give their presentations to the class. Have students evaluate each other's performance. Emphasize that this type of

activity will enable them to value their strengths in the use of English. Ask: *What are strengths? What can you do to improve? What are your partner's strength? What can he / she do to improve?* Tell students to answer the questions individually about all group members. Have them share and discuss their reflections with their partners. To sum up, tell students how important it is to take advantage of projects like presentations to value their progress in English. Monitor and help.

**STEP 4**

**10 Work in groups. Follow the instructions.**

You can use this exercise as portfolio evidence. Explain to students that this is STEP 4 of the Final Product. Refer them to page 174, so they know what they did for STEP 3. Ask volunteers to read the instructions in the bullets. Tell students to work in the same groups they have been working for the Final Product. Encourage them to make posters and visual materials to explain the ideas on the notecards from STEP 3. Ask them to brainstorm ideas of what is important in a presentation (volume of voice, body language, eye contact, speaking speed, intonation, etc.) Then have them write a list on page 174 with aspects to improve their performance when they give their presentations. Have students read the question in the Now I Can feature and discuss their answers in groups.

**Reflect**

**11 Work in groups. Discuss the questions.**

Read the instruction out loud and ask volunteers to read the questions: 1 *Do you think body language is important when you give a presentation?*, 2 *Do you think organizing the information is useful when you give a presentation?* Encourage them to answer them based on their performance on Exercise 10.

Have students reflect on their performance, ask them to go to the Self-assessment section on page 175.

▀ **Next class:** notecards, colored pencils, and information about linguistic diversity in their community.

Rehearse giving a presentation.

## Oral Presentation

### CLASS 1

**Materials:** notecards, colored pencils, and information about linguistic diversity in their community.

#### STEP 1

**1** Work in groups. To prepare for your oral presentation on linguistic diversity, write a list of sources from Exercise 8, page 163.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Have a volunteer read the instructions out loud. Have students go back to page 163 and ask them: *Do you remember what you did for the first step of the product in Lesson 1?* Elicit students' answers. Encourage them to participate and share what they remember.

Have students go to the Product page, and ask some students to read out loud the list of sources they wrote. Ask them to explain why they chose them.

When they have finished, remind students that nowadays we can find a lot of information online and that it does not mean that it is correct, official, or accurate. So, we have to be very careful when looking up or researching information online. Wrap up the exercise by asking students: *How do you know if a website provides correct, official, and accurate information?* Have them brainstorm ideas. When they finish, guide them to conclude three tips to safely use the internet as a source.

**Answers:** Possible answers: the domain on the webpage address includes .org, .edu, the updated date is recent, they main purpose of the website is not to sell something but to inform, the webpage belongs to an institution or organization, not everyone can edit the webpage.

#### STEP 2

**2** Copy the questions about linguistic diversity you wrote from Exercise 8, page 166 and write the answer to each question.

You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Have a student read the instructions out loud. Have students go to the Product page and ask them: *Do you remember what you did for the second step of the product in Lesson 2?* Elicit students' answers. Encourage them to participate and share what they remember.

Put students in pairs. Have them take turns reading out loud the questions and the answers they wrote after researching information. Then have them take turns sharing the sources they used and their experiences researching information. Suggest them to share if it was easy for them to find the answers to their questions, if they enjoyed it, if they discovered something new, etc. When they finish, have some students share their experiences with their class.

**Answers:** Answers may vary.

#### STEP 3

**3** Write the note cards from Exercise 8, page 169.

Read the instructions out loud for students. Have students go to the Product page and ask them: *Do you remember what you did for the third step of the product in Lesson 3?* Elicit students' answers. Encourage students to participate and share what they remember.

Put students in pairs and have them take out their notecards. Have them exchange notecards with their partner, so both know what each one wrote. Then have them take their notecards back and individually analyze them and decide which strategy they can use to memorize them. Explain that for some people it is useful to write initials, make drawings, or make up songs. When students finish deciding or creating a strategy to memorize what they will say for their presentation, have some students share their answers as a class.

**Answers:** Answers may vary.

### CLASS 2

**Warmer:** Greet your students. Explain that you are going to play *Simon Says*. First, pre-teach them the moves you will be calling by saying and modeling them for students: 1 take a deep breath and hold the air then release it slowly, 2 stretch your arms to the ceiling for 5 seconds, 3

## Student's Book pages

173–174

close your eyes and visualize yourself happy after your presentation, 4 shake your arms, 5 mime with your mouth a, e, i, o, u, and 6 make your lips vibrate. Explain that these moves are made by actors, singers, or people before a presentation. They help them relax or warm up certain muscles. Say: *Simon says* and one of the actions. Students have to do the action only when you say the phrase: *Simon says*. If students do the action and you didn't say *Simon says*, they sit down. The students that remains at the end standing up, wins.

### STEP 4

**4 Prepare posters or drawings as visual materials to the help you explain your ideas. Give your oral presentation about the linguistic diversity in the community you chose in STEP 1. Write the list of aspects you wrote in STEP 4.**

Have a volunteer read the instructions out loud. Have students go to Product page and ask them: *Do you remember what you did for the fourth step of the product in Lesson 4? Elicit students' answers. Encourage students to participate and share what they remember.*

Ask students to take out the list they did for Step 4, in Lesson 4, page 172, to evaluate specific aspects of the presentations. As a class, elicit the aspects students chose and write on the board the aspects that are relevant for respectfully evaluating an oral presentation (volume of voice, body language, eye contact, intonation, speaking speed, etc.). Have students copy that list on a sheet of paper and have it ready for when the presentations start. Tell them that they will grade each aspect using the numbers 1 to 5, being 5 the highest one. If they want, and depending on the amount of students you have, they can make a table or any other format that works for them. Have students take turns and encourage them to give their presentations using the visual material they made and the information they wrote in the notecards. Tell students to keep in mind the aspects they wrote to improve their performance when giving their presentations.

**Answers:** Answers may vary.

### STEP 5

## Further practice

**5 Provide feedback to your partners based on the list of aspects you wrote in STEP 4.**

Have a volunteer read the instructions out loud. Have students take out the list they wrote in STEP 4 to provide feedback on the presentations. Explain that the reason why they are going to give and receive feedback is to know what they can improve next time. Tell them that feedback is very important, because in that way a person can improve his or her performance. Ask students to provide feedback to their partners based on the list they wrote in STEP 4. When they finish, have them sit down and as a class discuss the results and how they feel about it. Congratulate students for their effort.

### STEP 6

**6 Discuss in groups.**

Read the instruction out loud. Put students in small groups. Explain to students that with their partners, they are going to discuss the questions. Read the questions out loud. Check that the students have understood them clearly. Monitor the discussion and help when necessary.

Title Linguistic Diversity

Type of text Informative

Fact  
File

Summary

This is an informative chapter that explains what linguistic diversity is and what this term is applied to, which is to the various languages spoken in the world, to how diverse languages are from one another, and to the differences that one single language has regarding vocabulary and expressions. It explains how geography and history are related to linguistic diversity and provides specific examples, which sometimes are amusing.

After reading this chapter, students should feel curiosity about linguistic diversity and, if they pay close attention to the use of the language around them, they will notice all these variants.

## First Reading

Greet your students. Ask them to open their Readers to page 130. Read the title out loud. Ask: *Do you remember what linguistic diversity is?* Write on the board words that have different meanings in Mexico (e.g. *quesadilla, torta, troca*, etc.). Elicit the different possible meanings. Ask: *Is this an example of linguistic diversity?* Have volunteers read the questions out loud. Put students in pairs. Monitor as they discuss. Encourage students to use English. Have volunteers read the text out loud for the class. Correct pronunciation as necessary. Have different volunteers provide a summary of the text. Ask comprehension questions and elicit answers.

Ask students to turn the Comprehension Exercises on page 141. Read the instructions for Exercise 1 out loud. Ask students to read and answer T (True) or F (False). Once students have finished, tell them to read the chapter quickly to check their answers. Then put students in pairs and have them correct the false sentences. Elicit the answers and the corrected sentences.

Next, read the instructions for Exercise 2 on page 141 out loud. Tell students to read the chapter quickly and find the answers. Encourage them to underline the evidence for their answers. Let students compare their answers with a classmate. Elicit the answers.

## Second Reading

Greet your students. Elicit what they remember about the chapter. Explain that they are going to play *Answer the Question*. Divide the group into two teams. Have each team write ten questions about the chapter. When they finish, have the teams take turns asking and answering the questions to the other team. When the

question is asked, the other team has 10 seconds to find the answer in their Reader and pick a student to say the answer out loud and show the page where it is. The team who answers more questions wins.

Ask students to open their Readers to the Extension Exercises on page 142. Read the instructions for Activity 3 out loud. Tell students to skim the text in order to find the answers. Suggest that they underline the evidence for their answers in the text.

Read the instructions for Activity 4 out loud and make sure students know what to do. Have students work in pairs and discuss the questions. When they finish, have them share and compare their answers with another pair.

- 1 1 T 2 F 3 T 4 T 5 F 6 F
- 2 Answers may vary.
- 3 1 cotton, candy 2 soda
- 4 Answers may vary.

# Self-assessment

## Lessons

**1** Go back to page 163, Exercise 9 and share with a classmate two sources that would be useful to answer the questions.

Tell students to go to Lesson 1, page 163, Exercise 9. Tell them to read and review what they did in the exercise. Have them go back to page 175 and have a volunteer student read out loud the instruction for this exercise. Put students in pairs and have them share two sources that they think were useful to answer the questions. Encourage them to give reasons for their answers. Monitor and help. Have volunteer students share their answers with the class.

**2** Go back to page 166, Exercise 9 and share with the class what strategies you learned to read information.

Tell students to go to Lesson 2, page 166, Exercise 9. Tell them to read and review what they did in the exercise. Have them go back to the Self-assessment on page 175 and have a volunteer student read the instruction for this exercise. Ask students which strategies they use to read a text in English (finding cognates, finding key words, skimming, scanning, and any other strategy they know besides the ones they learned in the lesson). Have them choose one and share it with the class justifying their choices.

**3** Go back to page 169, Exercise 9 and share why it is important to prepare notecards before giving a presentation.

Tell students to go to Lesson 3, page 169, Exercise 8. Tell them to read and review what they did in the exercise. Ask them to share their experience using notecards. Then ask them which information they wrote and how useful the notecards were for their presentation. Have a class discussion with their opinions and experience. Encourage all students to participate.

**4** Go back to page 172, Exercise 11 and discuss what you should consider when you give a presentation.

Tell students to go to Lesson 4, page 172, Exercise 11. Tell them to read and review what they did in the exercise. Have them go back to page 175 and have a volunteer student read out loud the instruction for this exercise. Have students share their experience giving a presentation. Have them go through the list or table they wrote to give feedback on Steps 4 and 5 of the Product and discuss what they should consider when

giving a presentation. Write their answers on the board as a way to wrap up the exercise.

## Final Product

**5** Use your answers to Step 6 on page 174 to write a summary about your development.

Tell students to go to the Final Product on pages 173 and 174, Step 6. Tell them to read and review what they did in the exercise. Tell students to go back to page 175 and read the instruction for this exercise. Explain to students that individually they are going to write a summary using the information they discussed with their partners. Prompt the exercise. Tell students to write their summary and to reread it once they have finished it.

## Conclusion

**6** Write down those things you need to improve and plan when and how you will work them.

Explain to students that they are going to write down what they consider they have to improve individually (e.g. *I'm not very good at speaking in front of a class; I need to find a better strategy to read texts*, etc.). Monitor and provide help. Tell students that they are going to write how they can improve and practice (e.g. *I will try to guess the meaning of the words through context and then confirm the meaning of the words in a dictionary*, etc.). Put them in small teams. Tell students to take turns sharing their answers with their partners. Monitor and help. Have some volunteers share their answers with the class.

# Evaluation Instrument

## Graded Scale

A graded scale is an instrument used to evaluate certain characteristics or aspects of the students' performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

### Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate your students and determine their performance level.

	Criteria	A	B	C	D	E
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

### \*Key:

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

D: \_\_\_\_\_

E: \_\_\_\_\_

# Audio Script

Unit

## Track 02

### Lesson 1

#### Exercise 2

Listen to the conversation and circle the correct answer.

**Brenda:** Good morning, Maple Community Service, this is Brenda speaking. Can you hold, please? ... Thank you for holding. How can I help you?

**Cindy:** Hello. I'm calling to ask about your youth volunteer programs.

**Cindy's Mom:** Cindy, dinner's ready!

**Cindy:** I'm on the phone, Mom! ... Sorry about that, you were saying.

**Brenda:** Don't worry. I was saying we have two programs: the local one and our summer Youth in Action community service abroad.

**Cindy:** Abroad?

**Brenda:** Yes, our Youth in Action program has projects in India, Thailand, and China. In Latin America, there are projects in Brazil, Mexico, Peru, the Galapagos ...

**Cindy:** The Galapagos?

**Brenda:** Yes, in Ecuador. We have an environmental project there. Are you interested in any particular country?

**Cindy:** Oh, actually, I'm interested in the local town program. I heard about it at school. We need to do 50 hours of community service.

**Brenda:** Oh, what you need to look at is our Summer of Service program. We have information about it on our web page ...

## Track 03

### Lesson 2

#### Exercise 3

Listen to the conversations. Write if the people are talking on the phone or face to face. Pay attention to background sounds.

1

**Sam:** Hello? Richard?

**Richard:** Hey, Sam. What's up?

**Sam:** Nothing much. I need to go to the central library. Can I take out books even though it is not my local library?

**Richard:** Yes, if you take an ID and leave a deposit, then you can take out books for up to two weeks. If you don't return the books on time, you will be fined. And if this happens on three consecutive occasions, then you will lose your membership.

**Sam:** How come?

**Richard:** Because those are the library rules.

**Sam:** Thanks, man.

**Richard:** Any time! Catch you later.

**Sam:** Sure thing.

2

**Dr. Stevens:** Hello, Mrs. Curtis. How are you? What can I do for you?

**Mrs. Curtis:** Good evening, doctor. Well, actually, I'm not very well. My allergies are terrible.

**Dr. Stevens:** Did you take the pills?

**Mrs. Curtis:** Yes, twice a day, and I use the nasal spray three times a day.

**Dr. Stevens:** No, no, Mrs. Curtis. The medicine is three times a day and the nasal spray twice: morning and night. If you don't take the medicine midday, the allergy symptoms will return, because you have to take the pills every eight hours.

**Mrs. Curtis:** Oh, I see. Thank you, doctor. You are always so kind.

**Dr. Stevens:** You're more than welcome, Mrs. Curtis. Feel free to call me any time.

**Mrs. Curtis:** Thank you very much, doctor. Good night.

**Dr. Stevens:** Good night, Mrs. Curtis.

3

**Receptionist:** Hello. Can I help you?

**Boy:** Yes, thank you. I need to use the Internet.

**Receptionist:** You can use computer six. If you need to print, please let me know.

**Boy:** Why?

**Receptionist:** Because there is only one printer and people take turns.

**Boy:** Oh! I see.

**Receptionist:** If you need anything else, let me know.

**Boy:** Thank you.

## Track 04

### Lesson 3

#### Exercise 3

Write the phrases from the box in the correct place to describe the intention, volume, and speed of the conversation in Exercise 2. Listen to check your answers.

**Becky:** Good morning. Into English Language School, this is Becky speaking. How can I help you?

**Ingrid:** Hello? My name is Ingrid Bruner. I'm at the airport. How do I get to the campus, please? This information is not on your web page.

**Becky:** No, it isn't, because we do airport pickups.

**Ingrid:** Sorry. Can you speak louder, please? There is a lot of noise here.

**Becky:** I was saying, we have airport pickups ...

**Ingrid:** Sorry, I don't understand, airport what?

**Becky:** There is someone waiting for you outside the terminal. They will be holding a sign with your name.

**Ingrid:** So, if I go outside the terminal, someone is waiting for me there?

**Becky:** Yes. If you need anything else, please call again.

**Ingrid:** Thank you.

**Becky:** You're welcome.

## Track 05

### Lesson 2

#### Exercise 2

Number in the correct order the steps to look up words in a bilingual dictionary. Listen to check your answers.

1 Try to guess the meaning from the context.

2 Don't look up every word you don't understand.

3 If you can't guess the meaning, go to the English-Spanish section of your dictionary.

- 4 Look at the guide words to help you find the right page.
- 5 Find the word entry on the page.
- 6 Don't use the first translation you find.
- 7 Decide on the part of speech of the word you are looking for.
- 8 Read the subentry that corresponds to the part of speech you need.
- 9 Return to the original text to see if you have the correct translation.

## Track 06

### Lesson 3

#### Exercise 2

Match the parts of speech to the definitions. Listen to check your answers.

An adjective is a word that is used to describe a noun or pronoun. For example, *Miss Graham is a very competent and efficient secretary.*

An adverb is a word that is used to describe a verb that tells how, where, or when something is done. For example, *My friends will arrive tomorrow.*

An article is a word that is placed before a noun and determines if it refers to a specific one of its type or to a type in general. For example, *The sun gets very hot during the afternoon.*

A conjunction is a word that joins words or groups of words. For example, *The children like milk and cereal for breakfast.*

An interjection is a word that is used to express a strong emotion. For example, *Wow! What a beautiful dress.*

A noun is a word that refers to a person, place, thing, or idea. For example, *Those books belong to Jane.*

A preposition is a word that generally comes before a noun or a pronoun. For example, *The gas station is behind the school.*

A pronoun is a word that is used to take the place of a noun. For example, *The girls are talking about the party. The girls are talking about it.*

A verb is a word or words that indicate an action, being, or state of being. For example, *We are working on a report right now.*



## Track 07

### Lesson 1

#### Exercise 2

Listen and check the pictures of the activities you hear.

1

**Teenage boy:** Yes! I did it!

2

**Teenage girl 1:** Hey! What's on?

**Teenage boy 1:** Football game!

**Teenage boy 2:** Cool!

3

**Woman:** five, six, seven, eight, and ...

Great! Nice moves!

4

**Coach:** Go! Get down, get down! Excellent!

5

**Teenage girl:** This is so scary!

**Teenage boy:** Shh!

## Track 08

### Lesson 1

#### Exercise 4

Listen to the conversations and underline the correct answer.

1

**Interviewer:** Good afternoon. We're from the Government Youth Office, and we're carrying out a survey about youth leisure activities and preferences. Would you mind if I ask you some questions?

**Girl:** Not at all.

**Interviewer:** Thank you. Do you prefer indoor or outdoor leisure activities?

**Girl:** Oh! I'm definitely an outdoor person. I hate staying indoors.

**Interviewer:** What kind of outdoor activities do you like doing?

**Girl:** I like rock climbing, and I also like bird watching. I love observing nature.

2

**Girl 1:** I like your scarf! It's awesome.

**Girl 2:** Thanks. I like making scarves, but I don't like making sweaters.

**Girl 1:** Really! I don't like knitting or crocheting. I'm really bad at it.

**Girl 2:** What do you like doing?

**Girl 1:** I like simpler hobbies like collecting sports stamps. I really love sports.

3

**Tom:** Good afternoon. Into English Language School, this is Tom speaking.

**Luis:** Hi. I'm calling to ask about the afternoon club activities.

**Tom:** Oh, there are lots of different options. For example, do you like playing soccer or baseball?

**Luis:** I'm sorry. Did you say baseball?

**Tom:** Yes, baseball.

**Luis:** Oh, no thanks. I mean, hmm, I don't mind playing sports, but I prefer watching them.

**Tom:** What do you like doing?

**Luis:** I like ... uh ... you know, working with wood.

**Tom:** You mean carpentry?

**Luis:** Yes, that's it.

**Tom:** Do you enjoy other activities?

**Luis:** That's an interesting question. Ahh ... Oh, I like photography too.

**Tom:** Well, actually, we have a carpentry club Mondays and Wednesdays, and a photography club on Fridays.

**Luis:** Can you repeat that, please? I didn't hear the days.

**Tom:** Sure. Carpentry club is on Mondays and Wednesdays.

Photography club is on Fridays.

**Luis:** Great! Thank you.



## Track 09

### Lesson 2

#### Exercise 3

Listen to the conversation and underline the correct answer. Listen again to check your answers.

**Sarah:** Good morning, Mount Maple Leisure Resort. This is Sarah speaking.

**Mr. Daniels:** Good morning. I'm calling to ask about the leisure activities you offer at the resort. My wife, two children, and I are staying at the resort next week.

**Sarah:** Of course, Mr. ...

**Mr. Daniels:** Daniels, Jerry Daniels.

**Sarah:** Well, Mr. Daniels, how old are your children?

**Mr. Daniels:** Barry is 13, and Jenny is 16.

**Sarah:** What kind of activities do they like to do? Do they like sports or crafts?

**Mr. Daniels:** Yes, they do. Actually, they love sports, but they don't really like crafts.

**Sarah:** Well, our sports program includes tennis and volleyball.

**Mr. Daniels:** That's perfect! I love your program! Barry loves playing tennis, and Jenny really likes playing volleyball.

**Sarah:** Do you or your wife like crafts, cooking, or baking? We have cooking and baking classes, and pottery classes too.

**Mr. Daniels:** My wife likes making crafts, and she loves baking, but she doesn't like cooking very much.

**Sarah:** But what about you, sir? Do you enjoy nature? We have a canoe day trip that's great!

**Mr. Daniels:** That sounds fun, I really love fishing! And —

**Sarah:** Sorry to interrupt, sir, but I think I was unclear. Actually, you do see a lot of fish, but they are not for fishing. It's a nature appreciation trip.

**Mr. Daniels:** Oh, I see.

**Sarah:** How about shopping? I don't know about you, but my family loves shopping.

**Mr. Daniels:** My family loves shopping too. Well, not all the family. I don't like shopping or playing sports. I prefer watching sports and going fishing.

**Sarah:** We have a very large TV in the common room. You'll love watching sports there.

**Mr. Daniels:** That sounds great.

**Sarah:** What else can I do for you, Mr. Daniels?

**Mr. Daniels:** Thank you, I have all the information I need. See you next week!

**Sarah:** You're welcome. Goodbye, Mr. Daniels.

## Track 10

### Lesson 3

#### Exercise 3

Read and listen to the conversation. Draw an arrow rising or falling under the underlined tag questions to show if the person's voice goes up or down.

**Jane:** Hey, Amanda, do you want to go to the movies tonight?

**Amanda:** No, thanks. Tonight my favorite program, *Hospital Live*, is on.

**Jane:** *Hospital Live*! That's the hospital reality show, isn't it?

**Amanda:** Yes, it is. You don't like reality shows, do you?

**Jane:** No, I don't. I think reality shows are acted out and not real at all.

**Amanda:** But your boyfriend likes them, doesn't he? And you watch *Cake Chef*, don't you? That's a reality show.

**Jane:** Yes, I guess it is, but it's not so melodramatic. Anyway, I prefer watching sitcoms.

**Amanda:** But there aren't many good sitcom series on TV at the moment, are there?

**Jane:** No, there aren't. But *Pals in New York* is really funny.

**Amanda:** That's the series about a group of friends in New York, isn't it?

**Jane:** Yes, that's right. It's a great series!

## Track 11

### Lesson 4

#### Exercise 4

Read the conversation again and circle the interjections. Listen to check how the interjections sound.

**Harry:** Hi, Laura. How's it going? You look worried.

**Laura:** Well, to tell you the truth, I don't know how to begin the survey.

**Harry:** You used to be more organized, didn't you?

**Laura:** I guess I was.

**Harry:** Maybe I can help.

**Laura:** Uhh ...

**Harry:** You don't think I can help, do you?

**Laura:** Uh-uh. Not really.

**Harry:** Why not?

**Laura:** You haven't even started your survey yet, and ...

**Harry:** As a matter of fact, I finished it yesterday.

**Laura:** Wow! Really?

**Harry:** Uh-huh. Next time don't jump to conclusions.

**Laura:** Oops. I'm sorry.

**Harry:** That's OK. Let me help you.

## Track 12

### Lesson 4

#### Exercise 6

Listen to the second part of the conversation and answer the questions. Listen again to check your answers.

**Harry:** First, you have to write the questions to ask.

**Laura:** Oh, I see.

**Harry:** Then you must draw a diagram of how you want to do the survey ...

**Laura:** Sorry, I don't understand.

**Harry:** You must write options in case they answer *yes*, and options in case they answer *no*. This will help you organize your ideas.

**Laura:** Ah, of course.

**Harry:** Next, you have to interview people. Don't forget to record and classify their answers.

**Laura:** Do we have to share our findings with the class?

**Harry:** Let me see ... I should remember ... Yes, we do. And ...

**Laura:** Oh, actually, I think that we have to make a presentation too.

**Harry:** You're right, that's very important!

### Track 13

#### Lesson 2

##### Exercise 2

Listen to the pronunciation of the underlined combination of letters and match the pronunciation rules. Then practice saying each word out loud.

sleep  
day  
plain

### Track 14

#### Lesson 3

##### Exercise 1

Read the story and answer the questions. Listen to check your answers.

Once upon a time there was a Chinese farmer who had a working horse. One day the horse ran away. The farmer's neighbor exclaimed, "What bad luck!"

"Good luck! Bad luck!" said the farmer. "Who knows?"

Winter had passed. The farmer had been working without a horse for many weeks when his horse returned with 10 more horses. His brother exclaimed, "What good luck!"

"Good luck! Bad luck!" said the farmer. "Who knows?"

Several weeks later, the farmer's son was riding one of the new horses when he fell and broke his leg. His leg never recovered completely. He was the farmer's only son and his help on the farm was essential. "What bad luck!" exclaimed his neighbors.

"Good luck! Bad luck!" said the farmer. "Who knows?"

Spring had come and gone when one day a Chinese army general arrived in the village. The Emperor had declared war. The Emperor declared war all the time. All the young men in the village went to war except the farmer's son. "What good luck!" exclaimed everyone in the village.

"Good luck! Bad luck!" said the farmer. "Who knows?"

Pan. He takes them to visit Neverland, an enchanted place where people don't grow old. Wendy and her brothers meet the villain, Captain Hook, who lives in a dark pirate ship and wants to capture Peter Pan. They also meet fantastic creatures like Tinkerbell, the fairy, some mermaids, and Peter Pan's friends, the Lost Boys. The Lost Boys live in a forest.

### Track 17

#### Lesson 2

##### Exercise 3

Number the pictures in Exercise 2 in the correct order.

Listen to check your answers.

*The Last Great Train Robbery* is a silent film from the early 1900s. The main characters are two skilled train robbers called Bob and Bill Smith, the Smith Twins. In the first scene we see a train station, as it often happens in western films. We see a Wanted sign for the Smith Twins. So, when we see the sheriff carefully helping load some enormous bags of money onto the train, we know there may be a robbery. Next, we see Bob and Bill Smith getting on the train, but people don't recognize them because they are elegantly dressed. Then, we see them in a train compartment taking their disguise off and grabbing their guns and dynamite. The Smith Twins run quickly toward the car containing the money. As soon as the passengers recognize them, everyone panics. The twins blow off the door of the car with the money. Will things be that easy for the robbers?

### Track 18

#### Lesson 2

##### Exercise 7

Listen to a review and underline the film it refers to.

This black and white silent film is from 1908. It was directed by Stuart Blackton. It is a romantic film. The story is about two lovers who can't be together because their families are enemies. The film is dramatic because the ending is sad. The lovers die in the end as a consequence of the hate between their families.

### Track 19

#### Lesson 3

##### Exercise 6

Work in pairs. Listen and repeat the conversation. Pay attention to your voice and gestures so that you can produce the correct intentions.

**Narrator:** The wind howled softly as the Beast spoke to the Merchant.

**Beast:** I caught you stealing my roses. You are very unfortunate, since my roses are extremely important to me. The penalty for theft is death, so I must kill you.

**Merchant:** My Lord, I didn't know. I didn't think I would offend anyone by plucking a rose for my daughter. She asked for one.

**Beast:** Don't call me "My Lord"; call me "Beast." I don't like compliments. Prepare to die!

**Merchant:** My Lord!

**Beast:** Again? I order you to be silent. You stole my rose and you shall die! Unless ... unless one of your daughters ... How many do you have?

**Merchant:** Three.

**Beast:** Unless one of your daughters agrees to pay for your deed. Bring one of your daughters to the castle so that you won't have to die. She must remain here to keep me company.

**Merchant:** But ...

### Track 15

#### Lesson 1

##### Exercise 2

Listen to the music and sound effects. Match the genres from the box to the pictures.

- 1 [Sound of: a wolf howling]
- 2 [Sound of: a space ship flying]
- 3 [Sound of: romantic piano music]
- 4 [Sound of: horse riding]

### Track 16

#### Lesson 1

##### Exercise 7

Listen to the summary of a silent film and number the scenes in the correct order.

*Peter Pan* is a famous play by the Scottish author, J. M. Barrie. The main character, Peter Pan, is a boy who doesn't want to grow up. In 1924, it was adapted into a silent film. The story begins in London, where Wendy, Michael, and John live. One night they meet Peter

**Beast:** Don't argue! Take my offer before I change my mind. Swear you'll send back one of your daughters!

**Merchant:** I swear. But I don't know my way through the forest ...

## Track 20

### Lesson 4

#### Exercise 2

**Work in pairs. Listen to the story and answer the questions.**

Dorothy Gale lived in a farm in Kansas. One day there was a big cyclone. Dorothy ran to her room with Toto, her dog. The wind lifted the house into the air. "Toto, the cyclone is taking us away!" she screamed.

The cyclone took Dorothy into the magical Land of Oz. When she stepped out of the house, some strange beings, the Munchkins, greeted her and said, "We are very grateful because you killed the Wicked Witch of the East."

"There must be some mistake. I didn't kill anyone," she answered in surprise.

"But your house landed on her!" explained another Munchkin.

Dorothy felt confused. "I just want to go home!" she said.

The Good Witch of the North arrived and told her, "You need to go to Emerald City and find the Wizard of Oz. He can help you go back home. Take these silver shoes, and make sure you follow the yellow paved road."

On her way, she met the Scarecrow, the Tin Woodsman, and the Cowardly Lion, who were also looking for the Wizard of Oz's help. When they finally got to the Emerald City and met the Wizard, he said, "I will help you. But first, you must destroy the Wicked Witch of the West."

The friends found the Wicked Witch of the West in her castle. She attacked Dorothy and tried to steal her silver shoes, but Dorothy picked up a bucket of water and threw it at her. The witch cried, "See what you have done! I shall melt away ..." and the witch disappeared.

Dorothy went back to the Emerald City and accidentally discovered the Wizard was an ordinary old man. But still, he granted the Lion, the Tin Woodsman, and the Scarecrow their wishes. As to Dorothy, she went to see Glinda, the Good Witch of the South, who told her, "The magic shoes will take you home! Close your eyes, and tap your heels together." Dorothy did, and suddenly she was back in Kansas in her house, in her bed. She then heard her aunt's voice, "Wake up, honey. It's time to get up."

## Track 21

### Lesson 2

#### Exercise 4

**Read the predictions. Use the symbols to indicate your opinion about how probable the predictions are for the year 2030. Listen to compare your answers.**

**Girl:** Wow!

**Jacob:** What is it, Julia?

**Julia:** I'm reading an article about what the world will be like in 2030, and it is really interesting.

**Jacob:** Who makes the predictions?

**Julia:** Different famous businesspeople and entrepreneurs.

**Jacob:** What does it say?

**Julia:** Well, it says taxis will definitely be totally automated.

**Jacob:** What do you mean? Like nobody driving the car?

**Julia:** Yeah. And the majority of businesses will probably use drones to make food and grocery deliveries. Oh, and it also says robots will probably be used to clean streets.

**Jacob:** Incredible. I read people will be able to control electronic devices using chips in their head.

**Julia:** Yes, but it says here that will definitely not happen by 2030. There's a lot of research that still has to be done.

**Jacob:** Will people live on other planets?

**Julia:** Let me see. It says here that it probably won't happen by 2030, but outer space tourism will definitely happen by then.

## Track 22

### Lesson 3

#### Exercise 2

**Listen to Wendy's plans. Check on Wendy's daily planner in Exercise 1 what she plans to do and put a question mark next to activities she does not mention.**

**Wendy:** Hello?

**Rita:** Hey, Wendy! What's up?

**Wendy:** Not much ... Actually, a lot. I have a pretty busy week because I'm off to Vallarta on Sunday.

**Rita:** Lucky you! Let's have lunch together before you go. Can we meet on Tuesday?

**Wendy:** I'm afraid not. I'm going to pick up my plane ticket that day.

**Rita:** How about Monday?

**Wendy:** I'm going to see my grandma. She's going to lend me a suitcase, and then on Wednesday I'm going to wash my clothes for the trip. How about Friday? I'm free on Friday.

**Rita:** Perfect!

**Wendy:** Hey and when are you going to study French?

**Rita:** I'm not sure. I think I'll study it on Tuesday morning. Shall we study together?

**Wendy:** Sure! I'll go for a run Friday morning instead.

**Rita:** And don't forget we're going to meet the girls for a coffee on Friday evening.

**Wendy:** Friday! That's true! I guess I'll pack for the trip on Saturday.

## Track 23

### Lesson 1

#### Exercise 2

**Number the steps to make a travel itinerary in the correct order. Listen to check your answers.**

**Jorge:** Hey, Martha! Hey, Pepe! We're only going to be in San Diego for one day. We need to plan.

**Martha:** You're right. Let's make an itinerary.

**Pepe:** Where do we start?

**Martha:** Well, first, we need to make a list of places we want to visit. Then, we need to decide what sources to use to find out more about the places.

**Pepe:** Do you mean like websites?

**Martha:** Yes, or even apps. Next, we need to research the places and take notes.

**Jorge:** What do you mean, notes?

**Martha:** Notes about things like the location, cost, time needed to visit the place—

**Pepe:** And opening hours.

**Martha:** Exactly. After that, we can discuss and discard options. Finally, we make our itinerary.

**Jorge and Pepe:** Wow! You're so organized!

**Martha:** We have to be if we only have one day.

## Track 24

### Lesson 1

#### Exercise 3

Listen and answer T (True) or F (False).

**Voice:** Welcome to the San Diego Tourism Board's automated information system. For information on parks, press 1. For information on museums, press 2. For museums in Balboa Park, press 1. For the San Diego Natural History Museum, press 1. For the San Diego Museum of Art, press 2. The San Diego Museum of Art is located at 1450 El Prado, near a bus stop for Route 120. Admission costs are \$15 for adults and free for children under 17. Opening hours are from 10:00 a.m. to 5:00 p.m. Estimated time required to visit the museum is four to six hours.

For another museum, press the number button or say the name of the museum.

**Boy:** Air and Space Museum.

**Voice:** The San Diego Air and Space Museum is located at 2001 Pan American Plaza, near the Route 7 Laurel Street bus stop. Admission costs are \$19.75 for adults and \$10.75 for children under 12. Opening hours are from 10:00 a.m. to 4:30 p.m. Estimated time required to visit the museum is one to two hours.

## Track 25

### Lesson 3

#### Exercise 2

Listen to the conversation and circle the correct answer.

**Santiago:** Why should we go there, Ximena?

**Ximena:** Well, first, they say it's very impressive.

**Santiago:** Who's *they*?

**Ximena:** People who post on triptips.com.

**Santiago:** People?

**Ximena:** Yes, travelers. But I also read on a government web page that it is the largest square in the Western Hemisphere, and the third largest in the world.

**Santiago:** Really? The third!

**Ximena:** Yes, it's 220 by 240 meters.

**Santiago:** Wow! That's huge!

**Ximena:** Second, there's a monumental flag we—

**Santiago:** What do you mean, *monumental*?

**Ximena:** Apparently it's a huge flag. It measures 20 by 30—

**Santiago:** Meters!

**Ximena:** Yes. It weighs 200 kilos, and the flagpole is 60 meters tall. That's the height of a 20-floor building.

**Santiago:** A 20-floor building! That's incredible. I'd love to see that for sure.

**Ximena:** Finally, there are a lot of important historic places there. There's the site of an Aztec temple called the *Templo Mayor*, and the Presidential Palace built in 1850 is also there ... Oh!

And the Metropolitan Cathedral is there. It was started in 1573 and finished in 1813.

**Santiago:** 1573! That is old.

**Ximena:** And it has 28 bells and 16 chapels.

**Santiago:** I agree. Let's go to the Zócalo. It sounds great!

## Track 26

### Lesson 4

#### Exercise 3

Listen to the conversation in Exercise 2. As you listen, underline the words that have special emphasis or changes in volume. Compare your answers with a classmate.

**Mr. Gómez:** OK, class. What would you like to do for our first field trip?

**Susana:** What about visiting the art museum?

**Diego:** Hmm, I'm not sure about that, Susana.

**Susana:** Then how about going to the National Park, Diego? They say there's a very nice lake.

**María:** Wow! That sounds great. We can leave at 7:00 in the morning, stay the day there, and camp under the stars.

**Diego:** I'm not really interested in going there, María.

**María:** Why not, Diego?

**Diego:** First, we only have one day. Next, it's too far away. Finally, we're going on the school bus.

**Susana:** Really? Aww. You are absolutely right.

**Diego:** Why don't we go to the book fair instead? We can have a lot of fun, don't you agree?

**Susana:** Yeah! That sounds fantastic! We really should go there! And after that, what about visiting the indigenous art stands in the main plaza? They're very close.

**María:** Yes, OK. There are some interesting places there to buy souvenirs.

**Diego:** We can have lunch there. Is that OK, Mr. Gómez: Uh huh. That sounds like a good plan! Just remember you have to be together all the time.



## Track 27

### Lesson 2

#### Exercise 1

Work in pairs. Match the foods to the organs you think they are good for. Listen to check your answers.

Our grandmothers used to tell us, "You are what you eat!" We didn't always believe them, but now science has proved them right. We are what we eat. But what should we eat? Here's the latest list of foods we should eat and what organs they are good for.

Salmon, sardines, and walnuts are good for the brain.

Carrots, corn, and eggs are good for our eyes.

Prunes and yogurt are good for the intestines and the digestive system.

Bananas, red meat, and eggs are what our muscles need.

Tomatoes, potatoes, and prune juice help our heart.

For our bones, we all know to drink milk, but we should also eat oranges and celery.

Our lungs benefit from broccoli, green peppers, and orange juice.

Finally, our largest organ, our skin, needs blueberries, salmon, and green tea.

Why green tea? Well, because it is a great antioxidant.

So there you have it. Want to be healthy inside and out?

Remember: you are what you eat.

### Track 28

#### Lesson 2

##### Exercise 10

Work in pairs. Listen to the complete information about the cards in Exercise 7 and answer the questions.

The brain is more logical, more powerful, more complex, faster, and smarter than any computer.

The small intestine is smaller than its large friend, but it's longer. It is part of the digestive system.

The pelvic bones are the largest group of bones in the body. You move them when you dance salsa.

The gluteus maximus is the biggest muscle in the body. You sit on it when you are in class.

The cardiac muscle is more resistant than other muscles in your body, and it never stops working.

The kidneys look like beans. They help extract waste from the blood, balance body fluids, and form urine.

### Track 29

#### Lesson 3

##### Exercise 2

Complete the text with words from the box. Listen to check your answers.

**The Circulatory System. The Circulatory Process**

The circulatory system includes muscles, a group of blood vessels, and blood. The heart is the most important muscle in this system. It is a vital organ. It is the organ that pumps the blood through different types of blood vessels. Arteries are blood vessels that carry blood from the heart. Veins are the blood vessels in charge of carrying blood back to the heart. They look blue below the skin. Capillaries are very thin blood vessels that feed the cells and take away their waste. Blood flows around our body carrying blood cells, nutrients, and oxygen. An average adult has 5 to 6 liters of blood, which is made up of plasma, platelets, and blood cells.



### Track 30

#### Lesson 2

##### Exercise 2

Work in pairs. Listen to the English version of the sounds from Exercise 1. Discuss the differences between the sounds in English and Spanish.

1 boom

2 splash

3 woof, woof

4 phew

5 drip, drip

6 pow

### Track 31

#### Lesson 2

##### Exercise 3

Look at the panels and the captions. Complete the sentences with the correct form of the verbs from the box. Listen to check your answers.

1 Fizz. Soda fizzes.

2 Tweet. Birds tweet. Purr. Cats purr.

3 Gulp. She gulped her milk really fast this morning.

4 Zoom. The race car zoomed past the finish line.

5 Clip-clop. The horse's hooves clip-clop on the pavement.

### Track 32

#### Lesson 4

##### Exercise 2

Work in pairs. Read the comic strip and answer True or False. Listen to check your answers.

**Emma:** A bag of those sweets, please.

**Attendant:** Pardon?

**Patrick:** We don't call them sweets, Emma. She means a pack of candy.

**Attendant:** Oh, I see. Here you are. That's one dollar and fifty cents.

**Emma:** Thank you, love.

**Patrick:** And I'd like a bag of chips.

**Emma:** These aren't chips, Patrick. They're crisps.

**Attendant:** No, we don't call them that.

**Emma:** Right, I think you call our chips *French fries*.

**Patrick:** Yup. Hmm, I'd like to ask your opinion. Are British and American English very different, Emma?

**Emma:** Not really. Some words are different, and we spell some words differently. And there's the pronunciation, of course. That's what I think. What about you?

**Patrick:** Well, somebody once said, "The only thing that separates British and American people is their language."

**Attendant:** Yeah, that's what people say here.



### Track 33

#### Lesson 3

##### Exercise 3

Listen to the presentation and number the notecards in the correct order.

**Student 1:** Good morning! Our group is going to talk about English speakers today. Did you know that there are more people who speak English as a foreign language than people who speak English as a mother tongue? Surprised? Let's look at who speaks English today and what that means.

**Student 2:** Who speaks English today? Well, people speak English as a mother tongue, as a second language, or as a foreign language—people like you and me. Who speaks English as a mother tongue? English is the mother tongue of people born and raised in English-speaking countries, like the United States, England, Australia, and New Zealand. Now, how many people speak English as a mother tongue? About 380 million.

## Reader

### Track 34

#### Reader Chapter 2

#### Exercise 4

Work in pairs. Listen to the instructions and discuss the questions with your partner.

- 1 Try to guess the meaning from the context.
- 2 Don't look up every word you don't understand.
- 3 If you can't guess the meaning, go to the English-Spanish section of your dictionary.
- 4 Look at the guide words to help you find the right page.
- 5 Find the word entry on the page.
- 6 Don't use the first translation you find.
- 7 Decide on the part of speech of the word you are looking for.
- 8 Read the subentry that corresponds to the part of speech you need.
- 9 Return to the original text to see if you have the correct translation.

# ELT Glossary

- assessment** – the different ways of collecting information about a learner's progress and achievement, or the process of doing the collecting
- brainstorm** – to share ideas in a discussion in which several people make lots of suggestions and the best ones are chosen
- chart** – a list, drawing, or graph showing information in a way that is easy to understand
- clarify** – to explain something more clearly or in more detail so that it is easier to understand
- class library** – the books in your classroom that students are allowed to borrow
- constructivism** – a learning theory that suggests that students actively acquire knowledge, rather than passively receiving it
- diagnostic** – an assessment to show what a student needs to learn
- draw someone's attention to** – to make someone notice something
- elicit** – to manage to get information from someone
- encourage** – to provide conditions that help something to happen
- evidence** – the facts or physical signs that help to prove something
- feedback** – comments about how well or how badly someone is doing something, which are intended to help them do it better
- foster** – to help something to develop over a period of time
- graphic organizer** – diagrams or other pictorial devices that summarize and illustrate concepts and interrelationships among concepts in a text
- guide** – to help someone to do something
- infer** – to form an opinion about something based on implicit and explicit information that you already have
- intended audience** – the readers for whom the author is writing
- intonation** – the way in which your voice rises or falls when you speak
- key word** – a word that represents the main feature or idea of a text
- model** – to show how something works
- monitor** – to regularly check something or watch someone in order to find out what is happening
- mother tongue** – the first language that is learned as a child
- non-verbal language** – the aspects of face to face communication other than words, such as body language, volume, speed, and intonation
- out loud** – in a way that other people can hear
- peer assessment** – when learners assess the quality of a classmate's work and how much progress they have made
- performance** – the way in which learners apply what they know about the language in speech and writing
- prompt** – something that you say or do to encourage someone to speak or do something
- proofread** – to read something and mark any mistakes so that they can be corrected
- refer** – to send someone to look at something such as a book, map, etc. for information
- role play** – an activity in which you pretend to be someone else, especially in order to learn new skills or attitudes, or doing such an activity
- scaffolding** – the support that is given to students to help them perform a task
- scan** – to read quickly in order to find particular information
- schemata** – the knowledge about a topic or concept that is stored in the mind to help us understand and make sense of a topic or concept. It is crucial for comprehension
- self-assessment** – when learners assess the quality of their own work and how much progress they have made
- self-regulation** – the ability to monitor and control your own behavior, emotions, or thoughts
- skill** – an ability that requires training and experience to develop
- skim** – to read a text quickly to get the general sense or main ideas
- source** – someone or something that provides reliable information
- speech register** – the way in which language use varies depending on the context and level of formality
- take turns** – if people take turns, each of them does their share of something, one after the other
- task** – a classroom activity meant to communicate meaning
- textual organization** – the way in which the text of a written document is presented
- textual components** – the elements of a text such as titles, subtitles, page numbers, etc.
- tone** – a vocal feature that conveys the emotional message of the speaker such as anger, respect, happiness, etc.
- unscramble** – to put words in a different order in order to form sentences, or to put letters in a different order in order to form words

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## Online Resources

- <http://americanenglish.state.gov/>  
*Resources for teaching American English and culture*
- <http://learnenglishteens.britishcouncil.org/>  
*Games, videos, songs, stories, listening activities, and grammar exercises for teenaged English language students*
- <http://librosdelrincon.sep.gob.mx/>  
*Information about books provided for the class library and suggestions on how to use them*
- <http://www.aprende.edu.mx/>  
*Fun videos that model use of grammar and vocabulary topics*
- <http://www.bbc.co.uk/education/subjects/z3kw2hv>  
*Activities in English*
- <http://www.cambridgeenglish.org/>  
*Information about ESOL Examinations*
- [https://www.coe.int/T/DG4/Linguistic/Source/Framework\\_EN.pdf](https://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf)  
*The Common European Framework of Reference for Languages*
- <http://www.ets.org/toefl>  
*Information about TOEFL*
- <http://www.onestopenglish.com/>  
*Macmillan Education's resource website for English language teachers*
- <http://www.teachingenglish.org.uk/>  
*The joint BBC and British Council website for classroom materials and teacher development*



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# Macmillan Education

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