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✦ **Teacher's Guide**

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**Angélica Sánchez
de la Barquera
Kim Milne**

**second
edition**



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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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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*** Teacher's Guide**

**Angélica Sánchez
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Kim Milne**

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Crossover 1**Teacher's Guide**

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Table of Contents

Introduction	4
Unit Planners	12
Teacher's Notes	
Unit 1	22
Unit 2	34
Unit 3	46
Unit 4	58
Unit 5	70
Unit 6	82
Unit 7	94
Unit 8	106
Unit 9	118
Unit 10	130
Grammar Reference	142
Glossary	150
Assessments	160
Assessments Answer Key	180
Marking Criteria	182
Audioscripts	186
Helpful Phrases	190
Bibliography	191
Class CD Contents	193

Introduction

Crossover is a challenging, fun, dynamic, and interactive three-level course for young teenagers. It is designed for students at an intermediate level of English.

Crossover has been developed to promote a wider understanding of the world outside the classroom. It promotes the acceptance of all cultures, socioeconomic situations, ages, race, opinions, and beliefs.

A respect for the life, dignity, and rights of others runs throughout the book, along with a focus on modern-day global issues such as the environment and technology. All the activities are specifically designed to stimulate interest in the students and develop independent thought.

The Program of Study

The general purpose of the program of study for English in basic education is for students to develop the skills and knowledge necessary to participate and interact in both oral and written social practices of the language.

Specific purposes include

- using English to express ideas and thoughts confidently and efficiently to people of other cultures.
- organizing thoughts and discourse, analyzing critically, and solving problems, as well as participating in different exchanges and cultural expressions.
- interacting creatively and ethically, with empathy towards the perspectives and feelings of others.
- recognizing the role of language and culture in the construction of knowledge, shaping of identity, and regulation of behavior, experience, and values.
- reflecting on language and culture to interpret and produce meaning in exchanges.

The content and activities of *Crossover* are at the B1 level of the Common European Framework for Languages. This means that students consolidate their knowledge of English by using and understanding the language to interact with oral and written texts in different contexts.

Specifically, in Cycle 4, students adapt their performance through a variety of communicative situations where they can

- analyze aspects that allow improvement of intercultural understanding.
- apply strategies to overcome personal and collective challenges in learning English.
- transfer strategies to different English-language learning situations.
- use a simple but wide linguistic repertoire in a variety of familiar and everyday situations.
- exchange information of interest.
- engage with appropriate register in social exchanges in a variety of situations.

Crossover focuses on the social practices of the language as outlined in the curriculum. This means that the way we interact is the foundation of teaching and learning. Interaction falls into each of three specified social learning environments: family and community (Units 1–4), recreational and literary (Units 5–7), and academic and educational (Units 8–10).

Methodology

The *Reader* is an integral part of the course, and language input is always presented in context within a reading or listening text. Students then learn by “doing” with the language. That is, they use the language in authentic ways through a series of structured and sequenced tasks. After producing the language in both controlled and freer ways, students are finally able to deduce rules about the way different structures and expressions are used. Furthermore, a group product provides a sequence of activities throughout the unit that enables students to keep evidence of their work. This product is closely aligned to the social practice of the unit.

Throughout *Crossover*, students constantly review previously learned language at the same time as new items. This spiral-based language program ensures a balanced progression in the language learning process.



Teaching Tips

Listening comprehension activities include a wide variety of contextualized audio texts including conversations, radio broadcasts, advertisements, etc. They offer pre-listening tasks to help students predict the topic before they hear the track, while-listening tasks to help students focus their listening, and post-listening tasks that will check students' comprehension. Listening activities are also included for pronunciation practice.

Speaking activities require the teacher to divide the class into pairs or groups. Make sure students understand the task at hand before having them start work. Monitor speaking activities to ensure that students are speaking English and to observe their production. Note any errors you hear, but do not interrupt communication. At the end of the activity, review grammar points students are having difficulty with and offer remedial work.

Reading texts include pre-reading activities to help students make predictions prior to reading, using their knowledge of the world and visual elements of the texts, while-reading tasks to help students focus their reading, and post-reading tasks that will check students' comprehension. Students should be encouraged to use different reading strategies, such as skimming texts for gist, scanning texts for specific information, and deducing the meaning of unknown words from the context. It is important that students do not expect to understand everything in a text.

Writing tasks normally include a model for students to follow, and step-by-step instructions to help them produce and organize ideas prior to writing, and for writing first and final drafts. Peer correction is encouraged after the first draft. Final drafts may then be graded by the teacher and later included in students' portfolios.

Evaluation

Crossover aims to help students become more autonomous learners. It includes opportunities for students to assess their own progress at the beginning of each unit, during each unit, and at the end of each unit. Evaluation tools, such as checklists, rubrics and questionnaires have been included to aid in this process. Students can then reflect on their own achievements and find strategies that will help them improve their learning.

Crossover also includes suggestions of when and how the teacher can assess students' progress. It is important to keep in mind when grading that the focus is on fluency and communicative competence. Ongoing assessment throughout each unit is recommended for evaluating this, and there is also an evaluation instrument, as suggested by the program, at the end of each unit.

Suggested grading criteria for each skill can be found at the back of the *Teacher's Guide*, as are photocopiable unit assessments. Students' final grades should be a combination of these assessments, the ongoing assessments, and project work.

Remember you are the most important aspect of any teaching program. You create the classroom environment that makes learning possible. With your skills and this teaching resource, we are sure you will enable your students to **Crossover** to a brighter future.



Components

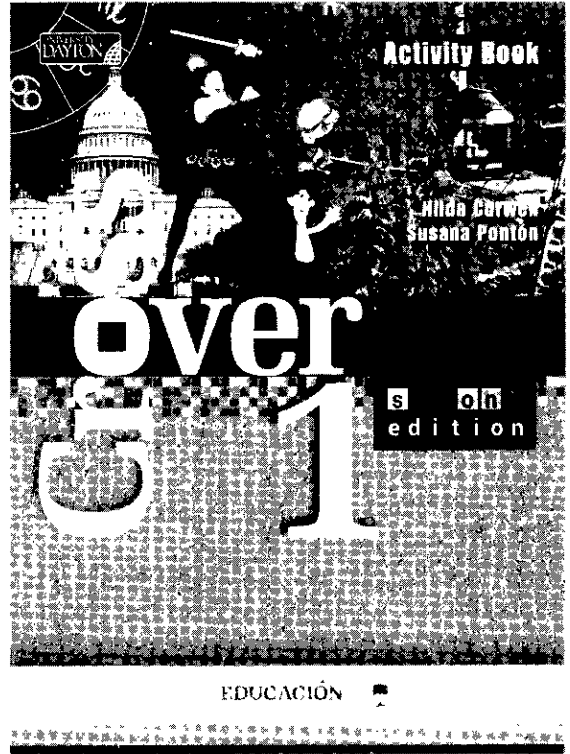
The Series

For the student

Reader

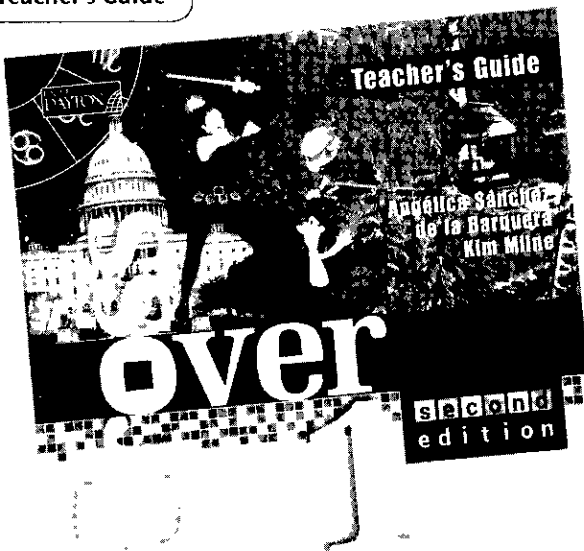


Activity Book

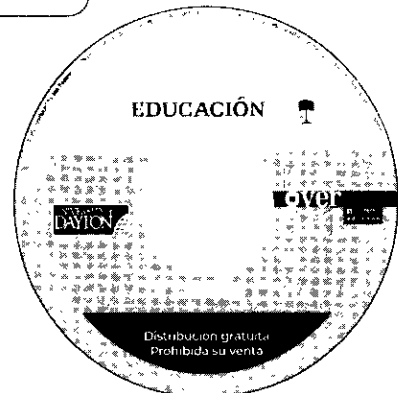


For the teacher

Teacher's Guide



Class CD



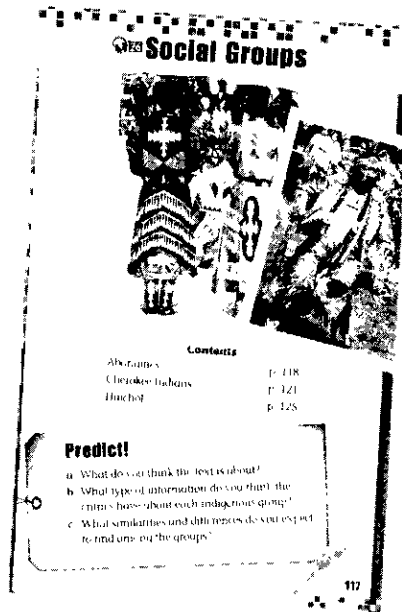
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The *Reader* offers a collection of ten texts, one for each unit of the *Activity Book*. These informative and narrative texts will allow students to become aware of different types of age-appropriate topics, while being exposed to new language in context.

The texts in the *Reader* provide the context for each corresponding *Activity Book* unit. They also provide the content necessary to carry out activities on the first two pages of each unit. This will motivate and give purpose to students' reading and ensure that the *Reader* remains an integral part of the learning process.

The *Teacher's Guide* provides instructions for when and how to use the *Reader* in class for reading skills development, comprehension checks, and for observation of language in context. In addition to this, it offers the students the opportunity to continue practicing their English outside of the classroom at their own pace.

The *Reader* includes prediction questions on the title page of each text, and a *Comprehension Check* at the end of each chapter.

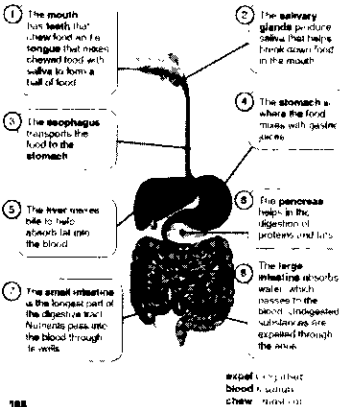


Predict!

- What do you think the text is about?
- What type of information do you think the entries have about each indigenous group?
- What similarities and differences do you expect to find among the groups?

The Digestive System

The digestive system transforms food into nutrients. It has two parts: the digestive tract and the digestive glands. The organs that make up the digestive tract are the mouth, esophagus, stomach, small intestine and large intestine (formed by the cecum, colon, rectum and anus).

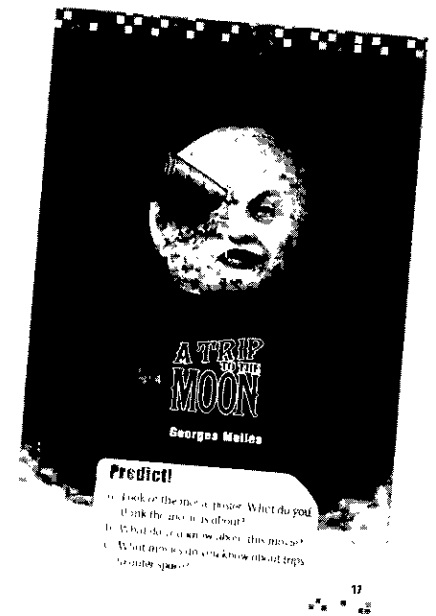


Breathing

Breathing supplies the body with over 99% of its oxygen. Optimal breathing gives you more vitality and a better quality of life.

Breathing is the process by which oxygen in the air is brought into the lungs and into close contact with the blood. The blood absorbs the oxygen and carries it to all parts of the body. At the same time, the blood gets rid of carbon dioxide, which is carried out of the lungs with the air that is breathed out.

supply's properties and lung's pattern.



Predict!

- Look at the title and picture. What do you think the story is about?
- What do you know about this movie?
- What aspects can you know about trips to outer space?

The informative texts offer a variety of authentic-like text types. These are designed to expose students to the types of text they might come across in their everyday lives, both inside and outside of school.

The stories offer a selection of original and traditional texts that give students the opportunity to explore different literary genres, while introducing them to the traditions and customs of English-speaking cultures.

The *Activity Book* has been designed to be used together with the *Reader* and the *Class CD*. Each of the ten units contains enough material for three weeks of instruction and a fourth week for presentation of the *Unit Product* and evaluation.

Week 1

of each unit involves the use of both the *Reader* and the *Activity Book* and develops reading comprehension and vocabulary. It also provides the focus on one of the two target language points of the unit.

Class 1 Each unit starts with a *Share What You Know* section that allows students to activate prior knowledge and assess and reflect on previous knowledge of the unit social practices. It presents the *Unit Product* and the steps students will follow throughout the unit to complete it. Additionally, in Class 1, students make predictions about the text in their *Reader*, read the text for the first time, and answer the comprehension questions found at the end of each text.

Class 2 offers during- and after-reading questions that require more extensive reading of the text in the *Reader*. These activities are designed to allow students to interact with the text at a deeper level than during the first reading and respond to the text at a more personal level. Vocabulary development and extension are included at this stage. *Vocabulary Tips* help students develop learning strategies to enable them to continue expanding their knowledge, and *Self-Check* boxes help students evaluate their performance.

Class 3 presents samples of the target language from the *Reader*. It provides practice of the target language in the context of the social practices of the unit. Students are then guided to deduce the use or rules of the target language structure, using the *Check What You Know* chart. References to the *Grammar Reference* section of the *Activity Book* are included for easy reference.

Unit 1

Share What You Know

1. ¿Qué sabes sobre las preguntas sobre tu país?
 - a. ¿Qué son las preguntas?
 - b. ¿Qué son las preguntas de un examen?
 - c. ¿Qué son las preguntas de un examen de ingreso?
 - d. ¿Qué son las preguntas de un examen de ingreso?
2. ¿Qué sabes sobre las preguntas de un examen de ingreso?
 - a. ¿Qué son las preguntas de un examen de ingreso?
 - b. ¿Qué son las preguntas de un examen de ingreso?
 - c. ¿Qué son las preguntas de un examen de ingreso?
 - d. ¿Qué son las preguntas de un examen de ingreso?



Get the main idea from texts about community services.

Read the text. Listen to the audio from the Reader (pages 26-28).

Read the questions in pages 12-14 of the Reader. Write your answers in the chart.

Students	Me
Me	Give advice and express possibilities.

Read the text from pages 11-13 of the Reader. Write the answers in Spanish. Use the *Check What You Know* chart.

Complete the text with the words in the box.

Bring a Sponsored Bike Ride

Read the text from pages 11-13 of the Reader. Write the answers in Spanish. Use the *Check What You Know* chart.

Write your *Product* (page 14) of the text. Read the statements and give your own talk about possibilities.

You should volunteer at the animal shelter.

Check all of your answers. You should be able to give your own talk about possibilities.

Opportunities for ongoing *Self-Check* are present throughout the unit. These help students evaluate both their fluency and their accuracy with easy-to-use checklists.

Week 2

of each unit involves the use of the *Activity Book* and the *Class CD* to develop listening comprehension skills and pronunciation. It also provides the focus on the second target language point of the unit.

Class 4 focuses on comprehension of oral texts. There are also activities and tips designed to practice areas of pronunciation that Spanish-speaking students have difficulty with. *Self-Check* boxes also help students assess their performance.

Class 5 focuses on developing the target language that has been presented in the recordings on the *Class CD*. These activities encourage students to use the language in a functional and communicative way.

Class 6 includes meaningful tasks through the production of realistic texts. Students first analyze a model text so they become familiar with the format of the desired text. Then they brainstorm and create an outline for what they are going to produce. Next, they write a first draft and participate in peer correction using a checklist. Finally, they produce a final draft for evaluation and are encouraged to keep final versions in their *Evidence Portfolios*.

Get the main idea and exchange information.

Think of the location and what you think a neighborhood is like.

Listen and receive a dialogue related to a community service.

Think of the plans and answer the questions.

Exchange personal information.

Write a *Product* (page 14) of the text. Read the statements and give your own talk about possibilities.

Check all of your answers. You should be able to give your own talk about possibilities.

Week 3

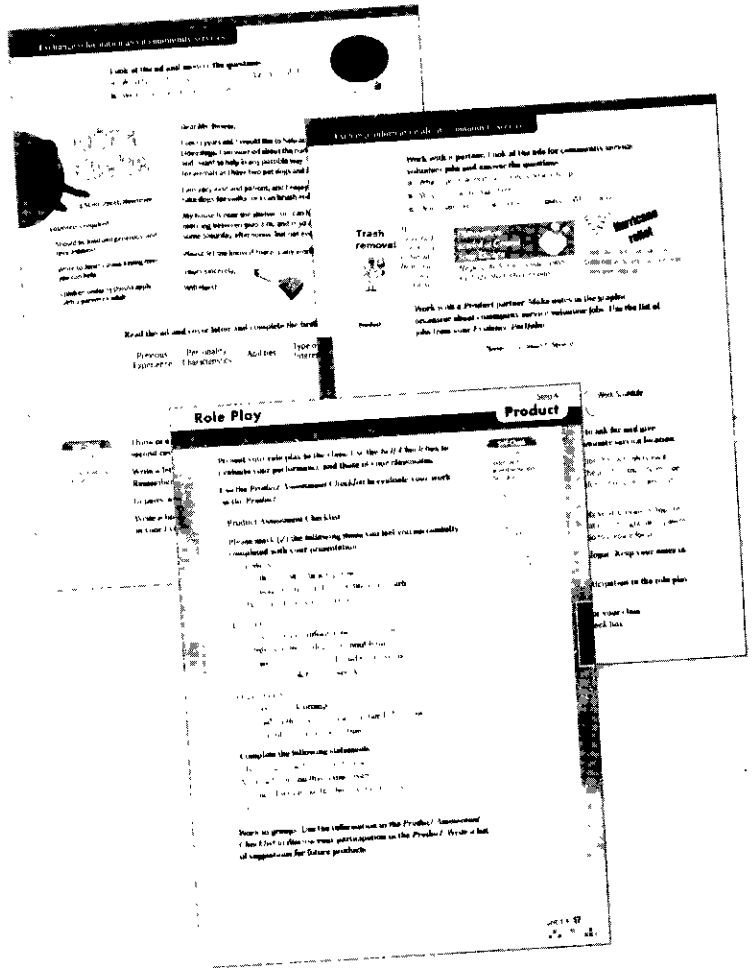
of each unit involves the use of the *Activity Book* and the *Class CD*. It focuses on developing the four skills while providing freer practice of the two target language points of the unit together with other language within the students' repertoire. The development of a *Unit Product* allows students to demonstrate their level of achievement of the social practices of the unit.

Class 7 provides necessary input that will allow students to consolidate the product materials created throughout the unit, complete the *Unit Product*, and prepare for the presentation.

Suggestions for using alternative digital tools have been included in the *Activity Book*.

Class 8 revolves around developing social practices through a reading or listening text and promotes discussion of the topic of the unit in relationship with other school subjects.

Class 9 provides steps for the presentation of the *Unit Product*. It also provides evaluation tools that will help students evaluate their collaboration in their product groups and the final product.



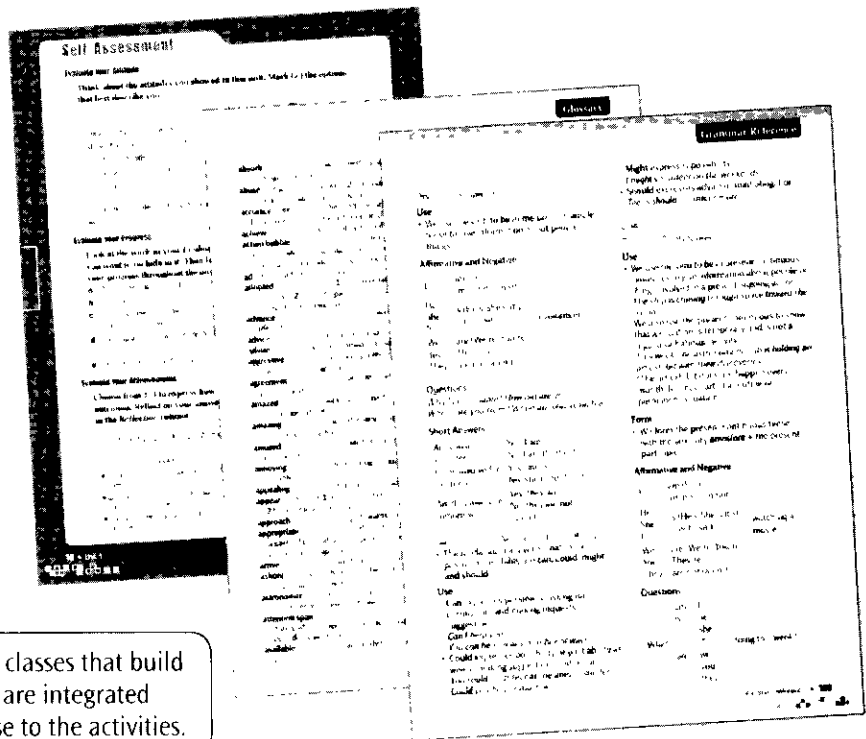
Week 4

allows students to demonstrate their level of achievement of the social practices of the unit.

Class 10 offers activities for *Self-Assessment* of target language from the unit. Completion of a can-do list encourages students to reflect on their achievements and identify areas that need more practice.

Class 11 provides time for the application of the *Unit Assessment* included in the *Teacher's Guide* for teachers to photocopy.

Class 12 may be used to go over the graded *Unit Assessments* with the class and to review any areas where students showed common problems.



Each topic-based unit provides material for 12 classes that build up to a final *Product*. The steps of the product are integrated into some classes and lend meaningful purpose to the activities.

The *Teacher's Guide* provides the teacher with all the tools necessary to plan and carry out effective, dynamic, and interesting classes.

Unit Planner

The *Unit Planner* at the beginning of the book consolidates the objectives of each week of class.

Unit 1 *Unit 1* *Unit 1*

Environment: Family and community.

Communicative Activity: To exchange information with specific purposes.

Social Practice: To exchange views of community service.

p. 22

	Week 1	Week 2	Week 3
Language Objectives	Identify, write, and express personal information to help a family member.	Exchange personal information with a family member.	Exchange personal information with a family member.
Learning Outcomes	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information.
Learning Outcomes (Self-manageable)	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information.
Learning Outcomes (Change in environment)	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information.
Ongoing Assessment	Classroom discussion.	Classroom discussion.	Classroom discussion.
Week 4	Presentations and role plays of community service.		

Unit 2 *Unit 2* *Unit 2*

Environment: Learning and environment.

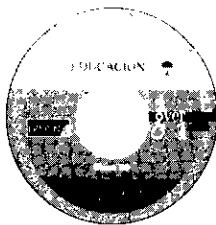
Communicative Activity: To exchange information with specific purposes.

Social Practice: To exchange views and information on a community service.

p. 34

	Week 1	Week 2	Week 3
Language Objectives	Identify, write, and express personal information to help a family member.	Exchange personal information with a family member.	Exchange personal information with a family member.
Learning Outcomes	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information.
Learning Outcomes (Self-manageable)	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information.
Learning Outcomes (Change in environment)	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information. 	<ul style="list-style-type: none"> Identify personal information. Write personal information. Express personal information.
Ongoing Assessment	Classroom discussion.	Classroom discussion.	Classroom discussion.
Week 4	Presentations and role plays of community service.		

The *Class CD* comes with every *Teacher's Guide*. It has complete recordings of the listening activities, some *Reader* texts, and images related to each unit.



Other sections found at the back of the *Teacher's Guide* include

- *Grammar Reference* and *Glossary* from the *Activity Book*.
- *Unit Assessments*: A two-page assessment for each of the ten units.
- *Marking Criteria* with level-appropriate models and rubrics for marking students' writing.
- *Audioscripts*.
- *Helpful Phrases*.
- *Bibliography*.

The collage shows various sections: 'Helpful Phrases' with expressions for teaching, 'Audioscripts' with listening materials, 'Grammar Reference' with rules and examples, and 'Assessments' with evaluation criteria.

The Lessons

In addition to providing instructions for every activity in the *Activity Book* and the *Reader*, the teacher's notes include a starter and closing activity for each class, so as to provide a complete lesson plan.

Steps for the development and presentation of the *Unit Product* are included throughout each unit. The *Assessment Answer Key* can be found at the end of each unit.

Objectives boxes highlight the functions and language that each lesson covers.

Common Problems boxes offer grammatical explanations, mention common problems that Spanish speakers have, and offer suggestions for helping students.

There are also boxes with clear explanations and clarification of vocabulary and pronunciation problems common to Spanish speakers.

Track references at point of use refer the teacher to the *Audioscript* at the back of the book.

Share What You Know boxes offer students and teachers alike the chance to evaluate students' prior knowledge before starting the unit. This will allow teachers to identify possible problem areas on an individual or group level and aid the teacher in the preparation of the classes.

Unit 1

Class 1

Objective: Recognize phrases to give advice and express possibility.

Language: *I think everyone should volunteer.*

Share What You Know

Volunteer Work

Class 1

Objective: Exchange personal information.

Language: *Can you give me your phone number in case I have any questions?*

Phone Interview

Common Problems

Class 2

Objective: Recognize phrases to give advice and express possibility.

Language: *I think everyone should volunteer.*

Share What You Know

Class 3

Objective: Exchange personal information.

Language: *Can you give me your phone number in case I have any questions?*

Phone Interview

Common Problems

Unit 1

Class 2

Objective: Exchange personal information.

Language: *Can you give me your phone number in case I have any questions?*

Phone Interview

Common Problems

Class 3

Objective: Recognize phrases to give advice and express possibility.

Language: *I think everyone should volunteer.*

Share What You Know

Class 4

Objective: Exchange personal information.

Language: *Can you give me your phone number in case I have any questions?*

Phone Interview

Common Problems

Class 5

Objective: Recognize phrases to give advice and express possibility.

Language: *I think everyone should volunteer.*

Share What You Know

Class 6

Objective: Exchange personal information.

Language: *Can you give me your phone number in case I have any questions?*

Phone Interview

Common Problems

Class 7

Objective: Recognize phrases to give advice and express possibility.

Language: *I think everyone should volunteer.*

Share What You Know

Class 8

Objective: Exchange personal information.

Language: *Can you give me your phone number in case I have any questions?*

Phone Interview

Common Problems

Class 9

Objective: Recognize phrases to give advice and express possibility.

Language: *I think everyone should volunteer.*

Share What You Know

Class 10

Objective: Exchange personal information.

Language: *Can you give me your phone number in case I have any questions?*

Phone Interview

Common Problems

Self-Check box references highlight which activities might be useful for ongoing assessment throughout the units. They include suggestions for students to keep record of their progress in their *Evidence Portfolio*.

Unit 1 Teens Volunteer

Environment: Family and Community

Communicative Activity: Exchanges associated with specific purposes

Social Practice: Exchange views of a community service

	Week 1	Week 2	Week 3
Language Objectives	Giving advice and expressing possibility <i>You can help in any number of ways.</i>	Exchanging personal information <i>What's your e-mail address?</i>	Giving advice and making suggestions. Exchanging personal information. <i>You should get your parents' permission.</i>
Learning Outcomes Listen and revise dialogues about a community service	<ul style="list-style-type: none"> Recognize topic, purpose, and intended audience Distinguish intonation and attitude Discuss experiences 	<ul style="list-style-type: none"> Detect contextual clues Identify form of communication Distinguish intonation and attitude Recognize speakers' actions that support meaning Notice language register 	<ul style="list-style-type: none"> Recognize topic, purpose, and intended audience Distinguish intonation and attitude
Learning Outcomes Get the main idea	<ul style="list-style-type: none"> Activate previous knowledge Anticipate general sense Clarify the meaning of words and expressions Distinguish the composition of expressions: types of sentences and modal verbs Detect key words 	<ul style="list-style-type: none"> Distinguish the composition of expressions: types of sentences and modal verbs Identify use of words and expressions that contain ideas Determine the structure of dialogues 	<ul style="list-style-type: none"> Activate previous knowledge Clarify the meaning of words and expressions Distinguish the composition of expressions: types of sentences and modal verbs Assess the use of own strategies
Learning Outcomes Exchange information about community services	<ul style="list-style-type: none"> Fluently take turns to speak Confidently and appropriately participate in brief dialogues Monitor their progress regarding an initial point 	<ul style="list-style-type: none"> Select appropriate repertoires of words and expressions Determine language register according to intended audience Fluently take turns to speak Include relevant details and interesting information Formulate and respond to questions to ask for and give information Consult notes to remember information that is necessary to know Confidently and appropriately participate in brief dialogues Monitor their progress regarding an initial point 	<ul style="list-style-type: none"> Select appropriate repertoires of words and expressions Determine language register according to intended audience Fluently take turns to speak Include relevant details and interesting information Formulate and respond to questions to ask for and give information Consult notes to remember information that is necessary to know Confidently and appropriately participate in brief dialogues Monitor their progress regarding an initial point
Ongoing Assessment	<ul style="list-style-type: none"> Group discussion 	<ul style="list-style-type: none"> List of questions to ask for and give information Table with information about a community service 	<ul style="list-style-type: none"> A cover letter
Week 4	Presentation and evaluation of <i>Unit Product</i> : Role play Review and Assessment Unit 1		

Environment: Family and Community

Communicative Activity: Exchanges associated with media

Social Practice: Compose dialogues and interventions for a short silent film

	Week 1	Week 2	Week 3
Language Objectives	Identifying characters and ongoing events <i>The astronomers are exploring the moon.</i>	Describing and expressing hopes and desires <i>I hope to see it in 3D because the special effects are cool.</i>	Writing and describing a story. <i>The police chief is making a phone call.</i>
Learning Outcomes Revise short silent films	<ul style="list-style-type: none"> Recognize topic, purpose, and intended audience Differentiate characters Distinguish non-verbal language used by characters Identify relation between scenarios, actions, and sound resources Determine the nature of actions 	<ul style="list-style-type: none"> Recognize topic, purpose, and intended audience Differentiate characters Distinguish non-verbal language used by characters Identify relation between scenarios, actions, and sound resources Determine the nature of actions Value the cinema as a means to reflect on emotions and experiences, people and their culture 	<ul style="list-style-type: none"> Recognize topic, purpose, and intended audience Distinguish non-verbal language used by characters Determine the nature of actions
Learning Outcomes Understand the general sense and main ideas	<ul style="list-style-type: none"> Clarify the names of objects, actions, and concepts 	<ul style="list-style-type: none"> Anticipate general sense and main ideas Clarify the names of objects, actions, and concepts Establish genre Get to know values and behavior in English-speaking countries Monitor oral comprehension 	<ul style="list-style-type: none"> Anticipate general sense and main ideas Clarify the names of objects, actions, and concepts Get to know values and behavior in English-speaking countries Monitor oral comprehension
Learning Outcomes Write lines and dialogues	<ul style="list-style-type: none"> Propose sentences to complete lines and dialogues Describe motivations, hopes, desires and/or ambitions, using expressions to shade them Order sentences into sequences to form dialogues Use adequate volume and speed Register lines and dialogues in a script format 	<ul style="list-style-type: none"> Propose sentences to complete lines and dialogues Briefly justify the choice of sentences for a dialogue Include examples, appropriate details, and interesting information, using adverbs Use connectors to link sentences and/or reformulate expressions Describe motivations, hopes, desires, and/or ambitions, using expressions to shade them Order sentences into sequences to form dialogues Register lines and dialogues in a script format Perform dialogues 	<ul style="list-style-type: none"> Adjust verbal and non-verbal language according to a specific audience Use adequate volume and speed Register lines and dialogues in a script format Perform dialogues Offer and receive feedback
Ongoing Assessment	<ul style="list-style-type: none"> Chart with sentences to compose dialogues 	<ul style="list-style-type: none"> Script with dialogues A review 	<ul style="list-style-type: none"> Group discussion
Week 4	Presentation and evaluation of <i>Unit Product: Script for a Short Silent Film</i> Review and Assessment Unit 2		

Unit 3 Free-time Activities

p. 46

Environment: Family and Community

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

Social Practice: Exchange compliments, likes, and dislikes in an interview

	Week 1	Week 2	Week 3
Language Objectives	Describing routines <i>Teens do not play these sports so often.</i>	Identifying and expressing preferences <i>I would rather be rollerblading in the park.</i>	Describing habits, routines, and preferences <i>He plays basketball every day. He loves it!</i>
Learning Outcomes Listen to and revise likes and dislikes in the dialogues of an interview	<ul style="list-style-type: none"> Value dialogue and language as a means to exchange experiences Identify topic, purposes, and intended audience Notice contextual clues Exchange points of view 	<ul style="list-style-type: none"> Notice contextual clues Recognize behavior adopted by speakers to clarify and confirm comprehension Determine sequence of enunciation Identify language register 	<ul style="list-style-type: none"> Value dialogue and language as a means to exchange experiences Identify topic, purpose, and intended audience Exchange points of view
Learning Outcomes Understand general sense and main ideas of dialogues	<ul style="list-style-type: none"> Anticipate the general sense and main ideas Identify words that link ideas Build comprehension strategies 	<ul style="list-style-type: none"> Recognize the structure of dialogues to determine the function of lines Recognize the types of sentences used to express likes and dislikes Compare ways of expressing likes, compliments, and dislikes Detect syntactic differences (British and American English) Identify words that link ideas Build comprehension strategies 	<ul style="list-style-type: none"> Build comprehension strategies
Learning Outcomes Express compliments, likes, and dislikes in written dialogues	<ul style="list-style-type: none"> Show empathy in oral interactions Determine language register and compose sentences Consider repertoires of words and expressions Include details in main ideas 	<ul style="list-style-type: none"> Determine language register and compose sentences Consider repertoires of words and expressions Order sentences into a sequence Include details in main ideas Make and respond to questions to solve doubts Evaluate performance 	<ul style="list-style-type: none"> Show empathy in oral interactions Evaluate performance
Learning Outcome Express compliments, likes, and dislikes in a dialogue	<ul style="list-style-type: none"> Take roles as interviewer and interviewee, with and without the help of a script Use expressions to make time to articulate spontaneous answers Compose sentences that include <i>like</i> to express likes and dislikes Express points of view 	<ul style="list-style-type: none"> Take roles as interviewer and interviewee, with and without the help of a script Use expressions to make time to articulate spontaneous answers Compose sentences that include <i>like</i> to express likes and dislikes Recognize appropriate moments to interrupt interlocutors Practice and follow rhythm, speed, and pronunciation 	<ul style="list-style-type: none"> Take roles as interviewer and interviewee, with and without the help of a script Use expressions to make time to articulate spontaneous answers Use question tags to request confirmation Compose sentences that express likes and dislikes Use stranded prepositions Express points of view
Ongoing Assessment	<ul style="list-style-type: none"> List of preferences with likes and dislikes 	<ul style="list-style-type: none"> Questions and sentences A report of an interview 	<ul style="list-style-type: none"> Results comparison
Week 4	Presentation and evaluation of <i>Unit Product</i> : Dialogue about Likes and Dislikes Review and Assessment Unit 3		

Environment: Family and Community

Communicative Activity: Exchanges associated with the environment

Social Practice: Agree on a travel itinerary with others

	Week 1	Week 2	Week 3
Language Objectives	Reporting what someone else said <i>She said that it was a fantastic place.</i>	Giving arguments to make decisions <i>I'd like the ocean view.</i>	Reporting what someone else said <i>He said that he likes horseback riding.</i> Making decisions
Learning Outcomes Seek and consult information	<ul style="list-style-type: none"> Promote own and others' participation 	<ul style="list-style-type: none"> Enlist proposals of destinations and ideas about travel Define sources of information to find out about destinations Discard proposals based on consulted information Take note of data that support viable proposals and ideas Promote own and others' participation 	<ul style="list-style-type: none"> Enlist proposals of destinations and ideas about travel Discard proposals based on consulted information Take note of data that support viable proposals and ideas Promote own and others' participation
Learning Outcomes Compare pros and cons of ideas and proposals	<ul style="list-style-type: none"> Contrast advantages and disadvantages using graphic material Value own and others' ideas and proposals 	<ul style="list-style-type: none"> Contrast advantages and disadvantages using graphic material Add data to viable proposals and ideas Value own and others' ideas and proposals 	<ul style="list-style-type: none"> Contrast advantages and disadvantages using graphic material Add data to viable proposals and ideas Value own and others' ideas and proposals
Learning Outcomes Build arguments to defend ideas and proposals	<ul style="list-style-type: none"> Analyze reasons for proposals and ideas Support reasons with data and information Use connectors to link reasons and data to build arguments Analyze expressions and strategies of persuasion. Reflect on ways to negotiate ideas and proposals Share opinions 	<ul style="list-style-type: none"> Analyze reasons for proposals and ideas Support reasons with data and information Use connectors to link reasons and data to build arguments Reflect on ways to negotiate ideas and proposals Share opinions 	<ul style="list-style-type: none"> Analyze reasons for proposals and ideas Support reasons with data and information Use connectors to link reasons and data to build arguments Analyze expressions and strategies of persuasion Reflect on ways to negotiate ideas and proposals Share opinions
Learning Outcomes Listen and express pros and cons to come to agreement	<ul style="list-style-type: none"> Recognize emotions in the language to persuade Organize agreements showing assertiveness Promote feedback 	<ul style="list-style-type: none"> Emphasize words or alter volume to get an effect of impact Recognize emotions in the language to persuade Talk clearly and loudly enough Promote feedback 	<ul style="list-style-type: none"> Recognize emotions in the language to persuade Talk clearly and loudly enough Interpret body language to detect emotions Organize agreements showing assertiveness Promote feedback
Ongoing Assessment	<ul style="list-style-type: none"> List of ideas and proposals Expressing preferences 	<ul style="list-style-type: none"> Notes with data and information that support proposals and ideas Comparative table 	<ul style="list-style-type: none"> List of agreements
Week 4	Presentation and evaluation of <i>Unit Product: Itinerary</i> Review and Assessment Unit 4		

Unit 5 Fantastic Stories

p. 70

Environment: Recreational and Literary

Communicative Activity: Literary expression

Social Practice: Read classic tales

	Week 1	Week 2	Week 3
Language Objectives	Narrating past events <i>While Kay was preparing for the fight, he noticed a message on the sword.</i>	Using narrative elements to enhance the story <i>Arthur felt terribly sad.</i>	Narrate and describe past events <i>Bad weather helped the Spanish Armada when it was invading England.</i>
Learning Outcomes Select and revise classic tales	<ul style="list-style-type: none"> Propose realistic learning goals Recognize textual and graphic organization Identify author(s) Activate previous knowledge about narration elements Recognize topic, purpose, and intended audience 	<ul style="list-style-type: none"> Activate previous knowledge about narration elements Agree on other selecting criteria 	<ul style="list-style-type: none"> Propose realistic learning goals Identify author(s) Activate previous knowledge about narration elements Recognize topic, purpose, and intended audience Agree on other selecting criteria
Learning Outcomes Understand general sense and main ideas	<ul style="list-style-type: none"> Anticipate content based on graphic and textual components Use different comprehension strategies Recognize key events Determine number and order of key elements Value reading as a leisure activity 	<ul style="list-style-type: none"> Anticipate content based on graphic and textual components Recognize key events Determine number and order of key elements 	<ul style="list-style-type: none"> Use different comprehension strategies
Learning Outcomes Compare variants of pronunciation and writing		<ul style="list-style-type: none"> Classify sound represented by different letters Consider differences between British and American spellings Monitor own and others' strengths and weaknesses 	<ul style="list-style-type: none"> Monitor own and others' strengths and weaknesses
Learning Outcome Express key events orally	<ul style="list-style-type: none"> Contribute with observations and points of view Express personal reactions and opinions about events Promote respecting others' opinions Make questions to locate specific information Express in progress and past actions Specify the strategies used 	<ul style="list-style-type: none"> Contribute with observations and points of view Recount events based on illustrations 	<ul style="list-style-type: none"> Contribute with observations and points of view Express personal reactions and opinions about events Promote respecting others' opinions Recount events based on illustrations Express in progress and past actions Specify the strategies used
Learning Outcome Rewrite key events	<ul style="list-style-type: none"> Sequence events 	<ul style="list-style-type: none"> Remember and use repertoires of words and expressions Rewrite sentences and key events Sequence events 	<ul style="list-style-type: none"> Remember and use repertoires of words and expressions Rewrite sentences and key events Sequence events Identify conventions
Ongoing Assessment	<ul style="list-style-type: none"> List with key events 	<ul style="list-style-type: none"> Rewritten sentences Telling a story A legend or fairy tale 	<ul style="list-style-type: none"> Dialogue about the comprehension of a tale
Week 4	Presentation and evaluation of <i>Unit Product: Big Book</i> Review and Assessment Unit 5		

Unit 6 Predictions and Plans

Environment: Recreational and Literary

Communicative Activity: Recreational expression

Social Practice: Produce constructive forecasts for others

	Week 1	Week 2	Week 3
Language Objectives	Describing future situations <i>In one week's time, nearly 1.5 million more people will live on Earth.</i>	Expressing cause and effect in future expressions <i>They'll probably help local hospitals.</i>	Describing future events and making forecasts <i>Nick will get the highest grades in physics class.</i>
Learning Outcomes Revise samples of written forecasts	<ul style="list-style-type: none"> Analyze topic, purpose, and intended audience Value the use of graphic and textual components Understand sentences that describe future situations Contrast types of sentences to express forecasts Compare sentences with future, past, and/or present verb forms Contrast appreciations 	<ul style="list-style-type: none"> Analyze topic, purpose, and intended audience Value the use of graphic and textual components Compare sentences with future, past, and/or present verb forms 	<ul style="list-style-type: none"> Analyze topic, purpose, and intended audience Value the use of graphic and textual components Compare sentences with future, past, and/or present verb forms Contrast appreciations
Learning Outcomes Listen and identify ways to express future actions	<ul style="list-style-type: none"> Analyze expression forms with others 	<ul style="list-style-type: none"> Listen to forecasts and discover future verb forms Distinguish future tense uses in forecasts Analyze expression forms with others 	
Learning Outcomes Formulate and respond to questions to understand forecasts	<ul style="list-style-type: none"> Make and respond to questions to make forecasts based on present situations Model different ways to formulate questions and answers 		<ul style="list-style-type: none"> Make and respond to questions to make forecasts based on present situations Show a critical and self-critical constructive attitude, to evaluate oneself's and classmates' strengths Model different forms to formulate questions and answers
Learning Outcomes Write sentences that express future to create forecasts	<ul style="list-style-type: none"> Extend repertoires of words to express future Link sentences with connectors to write forecasts about real or fictitious situations 	<ul style="list-style-type: none"> Analyze letter clusters which are non-frequent or absent in their mother tongue. Promote feedback between classmates Check spelling and punctuation, in pairs 	<ul style="list-style-type: none"> Extend repertoires of words to express future Write questions and sentences that describe future actions Promote feedback between classmates Check spelling and punctuation, in pairs
Ongoing Assessment	<ul style="list-style-type: none"> List with future situations 	<ul style="list-style-type: none"> Constructive dialogue about own and others' forecasts Sentences describing future situations 	<ul style="list-style-type: none"> Consensus
Week 4	Presentation and evaluation of <i>Unit Product: Forecasts</i> Review and Assessment Unit 6		

Unit 7 Differences Are Good

p. 94

Environment: Recreational and Literary

Communicative Activity: Understanding oneself and others

Social Practice: Read comics to discuss cultural expressions

	Week 1	Week 2	Week 3
Language Objectives	Understanding and using sentences that give additional information <i>He's the teacher who was with us yesterday.</i>	Exchanging opinions in a conversation <i>Don't you think he is happy?</i>	Comparing ideas with others <i>Do you agree?</i>
Learning Outcomes Select and review comic strips in English	<ul style="list-style-type: none"> Identify topic, purpose, and intended audience Recognize graphic and textual components Identify textual organization Recognize author(s) 	<ul style="list-style-type: none"> Identify topic, purpose, and intended audience Define other criteria selection 	<ul style="list-style-type: none"> Recognize graphic and textual components Recognize author(s) Activate previous knowledge
Learning Outcomes Interpret content in comics	<ul style="list-style-type: none"> Analyze the function of comic panels, speech bubbles, sound effects/onomatopoeias, etc. Use different comprehension strategies Recognize behavior and values expressed in text and comic panels Identify and share reactions (ideas and beliefs) to a text Compare own ideas and beliefs with those represented in comic panels and texts 	<ul style="list-style-type: none"> Analyze the function of comic panels, speech bubbles, sound effects/onomatopoeias, etc. Use different comprehension strategies Recognize behavior and values expressed in text and comic panels Identify and share reactions (ideas and beliefs) to a text Exchange opinions about cultural diversity 	<ul style="list-style-type: none"> Use different comprehension strategies Recognize behavior and values expressed in text and comic panels Exchange opinions about cultural diversity
Learning Outcomes Exchange opinions about cultural expressions in a discussion	<ul style="list-style-type: none"> Make preferences explicit Use examples to clarify confusion (e.g., <i>What I mean is that.../ For instance.../ Let me show you... etc.</i>) Share opinions 	<ul style="list-style-type: none"> Question stands based on common sense opinions (e.g., <i>Why do you say that? Really? Don't you think that...?</i>) Give examples Express points of view and acknowledge interlocutor's answers (e.g., <i>That's what I think. What about you?</i>) Use examples to clarify confusion (e.g., <i>What I mean is that.../ For instance.../ Let me show you... etc.</i>) Make questions based on what the interlocutor said (e.g., <i>This is a great scene with so many details.</i>) Share opinions 	<ul style="list-style-type: none"> Recognize ideas and take a stand Express points of view and acknowledge interlocutor's answers (e.g., <i>That's what I think. What about you?</i>) Use examples to clarify confusion (e.g., <i>What I mean is that.../ For instance.../ Let me show you... etc.</i>) Make questions based on what the interlocutor said (e.g., <i>This is a great scene with so many details.</i>)
Ongoing Assessment	<ul style="list-style-type: none"> Group discussion 	<ul style="list-style-type: none"> Notes with ideas and beliefs expressed in a comic strip Comparative chart A review 	<ul style="list-style-type: none"> Opinions
Week 4	Presentation and evaluation of <i>Unit Product</i> : Discussion Review and Assessment Unit 7		

Unit 8 Language Tools

p. 106

Environment: Academic and Educational

Communicative Activity: Interpretation and follow-up of instructions

Social Practice: Write instructions to use a bilingual dictionary

	Week 1	Week 2	Week 3
Language Objectives	Identifying parts of speech <i>Dictionaries always tell you what part of speech each entry is.</i>	Clarifying and confirming information <i>You're from London, aren't you?</i>	Using parts of speech to give instructions <i>Find phrasal verbs.</i>
Learning Outcomes Select and revise bilingual dictionaries	<ul style="list-style-type: none"> Value the function of textual and graphic components: <i>lists of words, typographic signs, Arabic and Roman numbers, and abbreviations</i> Identify entries and subentries Understand the use of numbers and special characters 	<ul style="list-style-type: none"> Value the function of textual and graphic components: <i>lists of words, typographic signs, Arabic and Roman numbers, and abbreviations</i> 	<ul style="list-style-type: none"> Locate sections assigned to each language Understand the use of numbers and special characters Make proposals to reach agreements
Learning Outcomes Understand the use of textual components of bilingual dictionaries	<ul style="list-style-type: none"> Show curiosity and interest in searching for and obtaining information Locate words in English and in the mother tongue Read definitions of words in English and the mother tongue Determine types of words based on abbreviations Understand instructions to use a bilingual dictionary 	<ul style="list-style-type: none"> Show curiosity and interest in searching for and obtaining information 	<ul style="list-style-type: none"> Show curiosity and interest in searching for and obtaining information Read definitions of words in English and the mother tongue Determine types of words based on abbreviations Understand instructions to use a bilingual dictionary Monitor own performance
Learning Outcomes Write instructions	<ul style="list-style-type: none"> Classify types of words in a table Make a list of abbreviations Give feedback 	<ul style="list-style-type: none"> Classify types of words in a table Establish a number of instructions or steps 	<ul style="list-style-type: none"> Make a list of abbreviations Write lists of textual components Write instructions Revise verb forms: imperative Establish a number of instructions or steps Order sentences into sequences Give feedback
Learning Outcomes Edit instructions	<ul style="list-style-type: none"> Self-correct and peer-correct 	<ul style="list-style-type: none"> Favor cooperation and integration in schoolwork Value the use of punctuation signs and standard spelling 	<ul style="list-style-type: none"> Favor cooperation and integration in schoolwork Value the use of punctuation signs and standard spelling Remove and/or add information in order to improve instructions Write final versions Self-correct and peer-correct
Ongoing Assessment	<ul style="list-style-type: none"> Table with classified words 	<ul style="list-style-type: none"> Sentences An essay 	<ul style="list-style-type: none"> Group discussion
Week 4	Presentation and evaluation of <i>Unit Product: Instructions to Use Bilingual Dictionaries</i> Review and Assessment Unit 8		

Unit 9 Discovering Your Body

p. 118

Environment: Academic and Educational

Communicative Activity: Search for and selection of information

Social Practice: Write notes to elaborate human body schemes

	Week 1	Week 2	Week 3
Language Objectives	Identifying and describing processes <i>Chemicals are released by the salivary glands into the digestive tract.</i>	Describing steps in a process <i>First, we inhale air through the nostrils.</i>	Describing processes <i>Then carbon dioxide from the blood is released outside the body.</i>
Learning Outcomes Review and understand information about human body systems	<ul style="list-style-type: none"> Analyze graphic and textual components Establish the relation between illustrations and text Define topic, purpose, and intended audience Specify comprehension strategies 	<ul style="list-style-type: none"> Analyze graphic and textual components Establish the relation between illustrations and text Identify new words 	<ul style="list-style-type: none"> Establish the relation between illustrations and text Define topic, purpose, and intended audience Specify comprehension strategies
Learning Outcomes Propose and answer questions about the human body systems	<ul style="list-style-type: none"> Extend repertoires of words and expressions Use demonstrative determiners, verbs forms, and adjectives in questions and answers Reflect and act for own and others' physical benefit Exchange points of view 	<ul style="list-style-type: none"> Extend repertoires of words and expressions Make and answer questions to describe components Exchange points of view 	<ul style="list-style-type: none"> Extend repertoires of words and expressions Make and answer questions to describe components Use demonstrative determiners, verbs forms, and adjectives in questions and answers Reflect and act for own and others' benefit Exchange points of view
Learning Outcomes Write notes to describe diagrams	<ul style="list-style-type: none"> Write and/or rewrite sentences to describe components, summarizing information Use verb form and nouns in the writing of notes Organize terms and descriptions in tables Establish descriptions based on illustrations Order sentences to compose notes and relate them to pictures 	<ul style="list-style-type: none"> Write and/or rewrite sentences to describe components, summarizing information Use verb form and nouns in the writing of notes Establish descriptions based on illustrations Order sentences to compose notes and relate them to pictures Assess own and others' productions 	<ul style="list-style-type: none"> Write and/or rewrite sentences to describe components, summarizing information Use verb form and nouns in the writing of notes Assess own and others' productions
Learning Outcome Edit diagrams in teams and with the guidance of the teacher	<ul style="list-style-type: none"> Promote respect and collaboration in school work Value the use of punctuation marks and standard spelling Spot and clarify doubts 	<ul style="list-style-type: none"> Value the use of punctuation marks and standard spelling Spot and clarify doubts Adjust language according to purpose and intended audience 	<ul style="list-style-type: none"> Promote respect and collaboration in schoolwork Value the use of punctuation marks and standard spelling Spot and clarify doubts Improve notes Adjust language according to purpose and intended audience Assess English progress
Ongoing Assessment	<ul style="list-style-type: none"> Descriptions of a system Group discussion 	<ul style="list-style-type: none"> A system diagram 	<ul style="list-style-type: none"> Dialogue based on questions and answers
Week 4	Presentation and evaluation of <i>Unit Product</i> : Notes for a Human Body System Diagram Review and Assessment Unit 9		

Unit 10 Strength in Numbers

p. 130

Environment: Academic and Educational

Communicative Activity: Exchanges associated with specific purposes

Social Practice: Presenting information about linguistic diversity

	Week 1	Week 2	Week 3
Language Objectives	Identifying encyclopedia descriptions <i>The Huichol language is called Wixarika.</i>	Presenting information <i>You're absolutely right.</i>	Presenting information about a social group <i>The goth subculture is represented by young people in many countries around the world.</i>
Learning Outcomes Select information	<ul style="list-style-type: none"> Formulate questions to guide their search of information Evaluate the function of text components Locate information that helps respond to questions Use strategies to find information 	<ul style="list-style-type: none"> Formulate questions to guide their search of information Define criteria to select sources of information Locate information that helps respond to questions Use strategies to find information Promote agreements 	<ul style="list-style-type: none"> Formulate questions to guide their search of information Define criteria to select sources of information Evaluate the function of text components Locate information that helps respond to questions Use strategies to find information Promote agreements
Learning Outcomes Read information	<ul style="list-style-type: none"> Define purposes for reading Relate previous knowledge to the text Detect frequently used words to anticipate general sense Use and model reading strategies 		<ul style="list-style-type: none"> Define purposes for reading Relate previous knowledge to the text
Learning Outcomes Rehearse giving a presentation	<ul style="list-style-type: none"> Prepare notes and graphic resources that support their presentation Classify and compare prosodic resources Define language register 	<ul style="list-style-type: none"> Prepare notes and graphic resources that support their presentation Classify and compare prosodic resources Define language register 	<ul style="list-style-type: none"> Prepare notes and graphic resources that support their presentation Classify and compare prosodic resources Define language register Practice non-verbal language
Learning Outcomes Give a presentation		<ul style="list-style-type: none"> Make explicit references to the investigation Combine oral interaction with graphic resources and the use of notes to aid their memory Use expressions to bring up a topic Summarize or extend information to clarify ideas Invite the audience to formulate questions or make comments Confirm or clarify ideas Evaluate own and peer performance 	<ul style="list-style-type: none"> Make explicit references to the investigation Combine oral interaction with graphic resources and the use of notes to aid their memory Use expressions to bring up a topic Summarize or extend information to clarify ideas Invite the audience to formulate questions or make comments Confirm or clarify ideas Consolidate their strengths in the use of English
Ongoing Assessment	<ul style="list-style-type: none"> Investigation questions 	<ul style="list-style-type: none"> Notes with information that responds to questions. Criteria to select information Group discussion An encyclopedia entry 	<ul style="list-style-type: none"> Graphic support
Week 4	Presentation and evaluation of <i>Unit Product</i> : Oral Presentation Review and Assessment Unit 10		

Class 1

Objective: Recognize phrases to give advice and express possibility

Language: *I think everyone should volunteer.*

About the topic

Volunteer Work

There are many ways to volunteer depending on how much free time you have. Some organizations may not take on volunteers under the age of 16 because they can't insure them. Volunteer work includes caring for animals and wildlife, working outdoors to improve the environment, making friends with a refugee, working on local community projects, and other types of community work. There are many benefits to volunteering, such as the chance to have fun doing something you have never done before, increased confidence, a sense of satisfaction and achievement, the opportunity to make new friends different from you, and increased job and career prospects. Employers may hire a person with volunteering experience over someone who has never volunteered.

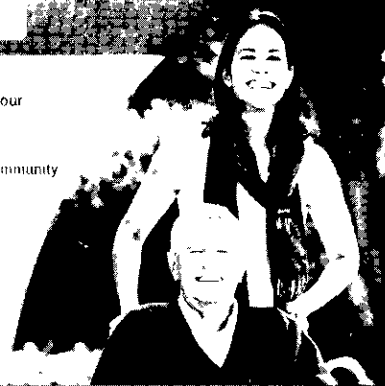
Share What You Know

Write the word *volunteer* on the board and circle it. Ask students what they think of when they hear the word *volunteer*. Brainstorm different words with the class and write them on the board: *community, helping, unpaid*. Leave the words on the board for the wrap-up activity. Have students open the *Activity Book* to page 9. Divide the class into groups. Have them read and discuss the questions about their community services. Have volunteers share their ideas with the rest of the class. Then, have them answer the questions in the second set to think about their performance in the

Unit 1

Share What You Know

- In groups, discuss the questions about your community services.
 - a. What community services do you use?
 - b. Do you know anyone who works at a community service? What do they do?
 - c. Can young people volunteer to work at community services in your area?
- Think about your performance in the discussion and answer the questions.
 - a. What language did you use to answer the questions?
 - b. Did you have any communication problems?



Teens Volunteer

• Listen to a radio program about services.

Social Practice

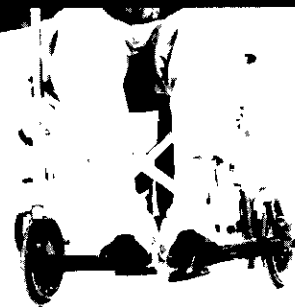
- Exchange views about a community service.

Achievements

- Listen to and discuss dialogues about community services.
- Understand general sense and meaning.
- Exchange information about community services.

Product Role play

- Create a script with information about community services.
- Write a list of questions and answers to ask for and give personal attention.
- Write notes for a role play of a community service.
- Perform a conversation at a community service.



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discussion. Encourage them to think about ways in which they can improve. Monitor and provide help as needed.

Predict!

Have students open the *Reader* to page 5. Ask them to identify the title of the text: *Teens Volunteering*. Ask students to look at the pictures on the title page and encourage them to make predictions about the text: *What do you think the text is about? Who are the people in the pictures?* Write students' answers on the board. Divide the class into reading groups and have them discuss the prediction questions. Have students look at the pictures on each page of the text to help them answer the prediction questions if needed. Invite students to share their ideas with the class.

Read Silently

Have students open the *Reader* to page 6. Have them read the text silently. Tell them not to worry about specific words, but rather to focus on a general understanding. Encourage students to use the *Glossary* on page 117 of the *Activity Book* for any words they don't understand that are central to the meaning of the text. When they have finished, review students' predictions on the board. Ask students if they would like to change any of the information on the board. Write the new answers next to the old ones.



- 1 Read the text "Teens Volunteering" from the *Reader*, pages 5–16.
- 2 Read the questionnaire on pages 12–15 of the *Reader*. Write your answers in the chart.

Students	1	2	3	4	5	6	7	8
Me								
1								
2								
3								
4								
Total	a.	a.	a.	a.	a.	a.	a.	a.
	b.	b.	b.	b.	b.	b.	b.	b.
	c.	c.	c.	c.	c.	c.	c.	c.
				d.			d.	

Comprehension Check

Have students work in their reading groups. Tell them to answer the comprehension questions on page 16 of the *Reader*. Walk around the class and monitor students' work. Invite students from different groups to share their answers with the class.

Answers: 1 a. T, b. F, c. T, d. T, e. F; 2 (from top to bottom) d, b, a, e, c; 3 Answers may vary.

Explain Volunteering

Refer students to the volunteer brainstorm on the board from the beginning of the class. Ask them if they can add any more ideas, and write them on the board. Put students into groups. Tell them to discuss what volunteering is. Encourage them to explain why people volunteer and the types of things they can do. Invite students to present their ideas to the class.

Class 2

Objective: Get the main idea from texts about community services

Language: I think people should volunteer at 15 years of age.

Volunteering Activities

Write different themes on the board: *environment, animals, people, sports, art*. Have students work in groups to discuss the different types of volunteering activities that they can do related to these themes. Invite groups to share their ideas with the class.

- 1 Ask students the topic of the text from the *Reader* and write it on the board: *teens volunteering*. Ask students what they can remember about the text. Have one student read page 6 from the *Reader*. Have another student read the next page, and so on. Ask comprehension questions at the end of each page.

Page 6: *Are teenagers today volunteering more or less time than their parents did?*

Page 7: *What percentage of students say they might continue to volunteer throughout their life?*



Vocabulary Tip
Parts of speech: noun, adjective, verb

- 3 Ask four friends the questions from the *Reader*, pages 12–15. Write their answers in the chart above.

- 4 Complete the chart with words from the *Reader*, pages 5–15.

Noun	Adjective	Verb
	voluntary	volunteer
	responsible	
		organize

- 5 Complete the sentences with words from the chart.

- a. Volunteers earn money to help _____ for others.
- b. There are many different _____ that encourage volunteering.
- c. Volunteers can help _____ sponsored walks or bike rides.

- 6 In groups, compare your answers to the questionnaire. Identify the similarities and differences between your opinions.

- 7 Use the *Self-Check* box to evaluate your participation. Think of ways to improve.

Page 8: *What examples of volunteering are given in the text?*

Page 9: *What are some of the reasons given for why people should volunteer?*

Page 10: *What are the two people in the picture collecting?*

Page 11: *How does volunteering make a difference to communities?*

Page 12: *What is meant by "a waste of time"?*

Page 13: *How are the students helping?*

Page 14: *What happens in a sponsored walk?*

Page 15: *Give an example of something that you consider rewarding.*

- 2 Have students go through pages 12–15 of the *Reader*. Then have them open the *Activity Book* to page 10. Draw the chart on the board and do the first few questions from the *Reader* together as an example. Ask students to write their answers on the first line of the chart. Go around the class and help students as necessary.
Answers: Answers may vary.

Unit 1

- 3 Have students get into groups of five. Tell them to write the names of their group members in the chart on page 10 of the *Activity Book*. Give an example of how to interview another group member: *Sergio, how many hours do you volunteer per year? I volunteer fewer than twenty hours per year.* Show them how to use the next line of the chart to write their classmate's answers. Now tell students to continue interviewing each other in their groups. At the end of the activity, remind students to write the total number of each answer in the *Total* section of the chart. Invite groups to report back any interesting findings.

Answers: *Answers may vary.*

- 4 Draw attention to the *Vocabulary Tip* and read it with the class.

Parts of Speech

Explain that an adjective goes before a noun and describes it. Draw the chart on the board. Explain that there is no verb corresponding to the adjective *responsible*.

Have students look through pages 5–15 from the *Reader* to find the missing words. Encourage them to use the *Glossary* on page 117 of the *Activity Book*. Tell them to check their answers in pairs before you check as a whole class. Encourage them to say where they found the answers.

Answers: *Noun:* volunteer, responsibility, organization; *Adjective:* organized

- 5 Have students read through the incomplete sentences. Then ask them to look at the chart in activity 4 and find the word that completes each sentence. Ask them to pay attention to the words before and after the space so they can identify whether they should choose a noun, adjective, verb, or adverb.

Answers: a. responsible, b. organizations, c. organize

- 6 Have students work in their reading groups and compare their answers to the questionnaire. Encourage them to discuss the similarities (*I have a similar opinion, I answered the same as you*) and to use contrasting sentences to indicate differences (*I didn't answer the same, but I understand your point of view*).
- 7 Draw attention to the *Self-Check* box and read it with the class. Explain that students can use it to evaluate their participation in activity 6 by writing a tick next to the requirements they met. They may work together to come up with suggestions for how to improve.

Class 3

Objective: Give advice and express possibility

Language: *You shouldn't make the ride too long.*

Preparation

Write the following tongue twister on a piece of paper and make five copies: *Sheila is selling her shop at the seashore. For shops at the seashore are so sure to lose. And she's not so sure of what she should be selling. Should Sheila sell seashells or should she sell shoes?*

Think and Tell

Tell the class that you think volunteering is a waste of time and give your reasons. Have them work in groups to discuss the different benefits that teens get from volunteering. Invite a member from each group to present their ideas and convince you why volunteering is not a waste of time.

Language Focus Modal Verbs for Advice and Possibility

Advice and Possibility

Explain to students that it is important to remember that the modal verbs *should*, *can*, and *might* are followed by the base form (infinitive without *to*). It is a common mistake to follow modals with the full infinitive. The correct structure is *He should do his homework*, not *He should to do his homework*. When we think something is a good idea, we use *should*. When we are not sure that something will happen, then we use *might* to express a weak possibility.

- 1 Have students open the *Activity Book* to page 11. Read through the sentences with the whole class. Tell them to work in pairs to decide whether each sentence expresses advice or possibility.

Answers: a. A, b. P, c. A, d. P

Observe in Context

Have students work in groups of four and assign either *Possibility* or *Advice* to each group. Tell students to refer to the text in the *Reader* and to look for more examples of sentences that show either possibility or advice. Go around the class and correct any mistakes. Invite feedback from the groups and write the examples on the board.

2 Ask students to read through the paragraph first as it is. Encourage them to try to understand the general meaning of the passage and not to worry about words they do not know. Tell students to look at the words before and after the spaces to help them find the correct answers.

Answers: 1) should, 2) can/might, 3) can/might, 4) should, 5) shouldn't

Product Step 1

The students will begin work on the Unit product in this class. You can allow them to form their own groups or group them according to their strengths and weaknesses, so students can help weaker students. It's important to let students know that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

3 Students will work in their *Product* groups and read through the statements so they can discuss the possibilities or give advice. They may write down their final answers on a separate sheet of paper. Students should keep their sentences in their *Evidence Portfolio*.

Sample answers: a. You can adopt a pet.
b. You ought to/should get a job as a nanny.
c. You might want to encourage people in your area to be more conscious about the environment. d. You can help at your local community centers.

- 1 Read the sentences from "Teens Volunteering" in the *Reader*. Write if the sentences express *A* (advice) or *P* (possibility).
 - a. I think everybody *should* volunteer.
 - b. Also, 22% say they *might* volunteer throughout their lives.
 - c. You *shouldn't* volunteer to do something if you don't like it. ____
 - d. You can help in any number of ways. ____

2 Complete the text with the words in the box.

should can/might shouldn't



Doing a Sponsored Bike Ride

Why not organize a sponsored bike ride for your school? First, you ask for permission from your teachers. Then you look for sponsors. People 2) _____ give you money for every kilometer you ride or they 3) _____ give you a fixed amount for finishing the ride. You 4) _____ write their names on a list and the amount they have to pay. You 5) _____ make the ride too long or people won't take part!

Product

3 Form your *Product* group. Read the statements and give advice or talk about possibilities.

- a. I love animals.
- b. I'm good with children.
- c. I care about the environment.
- d. I'm worried about the homeless.

You should volunteer at the animal shelter.

4 Analyze the activities on this page and underline the words in *italics* that best complete the rules.

Check What You Know

1. We use *should* and *shouldn't* to give advice / express possibility.
2. We use *can* and *might* to give advice / express possibility.



5 In your *Product* group, create a chart with information about community services. List on one column the type of volunteer work and on the other column the place. Keep your chart in your *Evidence Portfolio* for the *Product*.

4 Students will read the sentences in the *Check What You Know* box. They will analyze the activities on page 11 of the *Activity Book* so they can underline the words in italics that best complete the rules in the box.

Answers: 1. give advice, 2. express possibility

5 Students will create in their *Product* groups a chart listing different places where they can volunteer and the type of work they can do there. Your students may already be familiar with places where they can help in their communities. If they are not familiar with places where they can help in their communities, you may want to allow them to do research in the library or on the Internet.

Tongue Twister

Divide the class into five groups. Hand out the tongue twister and go through it with the class. Tell students to practice the rhyme in their groups. Invite any willing students to the front to present the rhyme to the class.

Class 4

Objective: Get the main idea and exchange information

Language: *Sam should go to school.*

For and Against

Write *For* and *Against* in two columns on the board. Ask students a question about volunteering: *Do you think that students should get academic credit for volunteering?* Divide the class into two groups (*for* and *against*) and have them discuss their answers. Invite feedback from the groups and write their ideas on the board.

- 1 Have students open the *Activity Book* to page 12. Have them deduce what UNICEF means.

Answer: c

- 2 Ask students to answer the questions in pairs. Brainstorm with the class and gather as much information as you can about UNICEF. Write students' ideas on the board.

Answers: a. People under the age of 18.
b. Almost every country in the world. c. Survival, protection, health care, food and water, education, leisure, sports, and human rights.

- 3 Have students work in their groups. Refer them to the leaflet and write a list of ideas on the board. Then ask them to write a list of their own rights for teenagers in their country. Have them justify each right and give examples of why it is important.
- 4 To conclude, have groups make a poster to present their teenage rights to the rest of the class.
- 5 Draw attention to the *Self-Check* box and read it with the class. Explain to students that they can use it to evaluate their participation in activity 5 by writing a tick next to the requirements they met. They may work together to come up with suggestions for how to improve.

Get the main idea and exchange information

- 1 Look at the logo and say what you think UNICEF means.
 - a. United Children Forward
 - b. Union of International Children for Peace
 - c. United Nations International Children's Fund
- 2 Read the leaflet and discuss the questions in pairs.
 - a. What age group is UNICEF responsible for?
 - b. Who has accepted the agreement?
 - c. What specific types of problems concern UNICEF?



UNICEF

Every person under the age of 18 has rights. The United Nations Convention on the Rights of the Child agreement lists them. Almost every country in the world has accepted this agreement.

Your rights

- The right to survival
- The right to protection
- The right to health care
- The right to food and water
- The right to education
- The right to play
- The right to sports
- The right to opinions
- The right to involvement in decisions that affect you.

You are entitled to these rights whatever your race, religion, beliefs, and family background.



Your responsibility

To make sure that the way you behave doesn't stop others from exercising their rights.

Your government's responsibility

To make sure that these rights are available to everyone and that parents and children are aware of the convention.

Source: Adapted from www.unicef.org

- 3 In your group, write your own list of rights for teenagers in your country. Think about...
 - school
 - family
 - work

- 4 Make a poster to present your teenage rights. Discuss what you could do to help other teenagers in your country.

- 5 Use the *Self-Check* box to evaluate your participation in the discussion. Think of ways to improve.

12 • Unit 1

Class 5

Objective: Listen and revise a dialogue related to a community service

Language: *Tell me, how old are you?*

- 1 Have students open the *Activity Book* to page 13. Have them read through the *Listening Tip* with the class. Remind students that it is not necessary for them to understand every single word, but rather the general meaning. Ask them to get into pairs and have them look at the picture to guess the answers.

Answers: a. Speaking on the phone. b. *Answers may vary.*

- 2 Have students read the sentences. Tell them they are going to listen to a conversation between Adam and Mr. Jones. Play *Track 2* and ask them to mark the sentences T (true) or F (false).

Answers: a. T, b. F, c. T, d. F

Track 2

(See page 186.)

Listen and revise a dialogue related to a community service



3 Have students complete the activity. Play *Track 2* again and check answers with the class.

Answers: a. on the phone, b. don't know each other, c. interested, d. formal

4 Have students read the questions individually. Then tell them to discuss the answers in pairs. Play *Track 2* again and have them check their answers.

Answers: a. He is interested in volunteering, animals, working with people, and reading stories aloud. b. 25 East Mountain Street, in Pasadena. c. 909 472 1200.

5 Play *Track 3*, pausing after each sentence. Have students complete the activity. Play the track again and check answers with the class.

Answers: a. and, b. if, c. then, d. because

Track 3

(See page 186.)

6 Have students work in groups. Encourage them to give their opinions about volunteering in general and about the kind of work Adam wants to volunteer for. Tell them to say whether they share Adam's interests or not and to justify their opinions.

Answers: *Answers may vary.*

7 Draw attention to the *Self-Check* box and read it with the class. Explain to students that they can use it to evaluate their participation in activity 6 by writing a tick next to the requirements they met. They may work together to come up with suggestions for how to improve.

Listening Tip
Listening for
sentences
containing
the words
interested,
formal,
enthusiastic,
and
permitted

1 Look at the photo and answer the questions.

- a. What is the person in the photograph doing?
- b. What do you think he is looking at? Why?

2 Listen **once** and mark the sentences **T** (true) or **F** (false).

- a. Adam wants to work on Saturday and Sunday.
- b. Adam is thirteen years old.
- c. Adam loves working with animals.
- d. Adam does not have permission from his parents to volunteer.

3 Underline the correct options to complete the sentences.

- a. The people are speaking face to face / on the phone.
- b. The speakers are father and son / don't know each other.
- c. Adam is hardly interested.
- d. The conversation is formal / informal.

4 Listen again and answer the questions.

- a. What are Adam's interests?
- b. What is Adam's address?
- c. What is Adam's phone number?

5 Listen **twice** and complete the sentences.

- a. We always need you, enthusiastic people.
- b. Now I need to know if you have your parents' permission.
- c. Now tell me about your interests, we can find the best place for you.
- d. I can't volunteer on weekends, I have to do homework during the week.



Exchange
Interactions
1. I'm interested in...
2. I'd like to...
3. I'm not sure about...
4. I'm not really...
5. I'm not really...
6. I'm not really...
7. I'm not really...

6 Work in groups. Discuss if you are interested in the same volunteer work as Adam. Exchange points of view and give reasons for your opinions.

7 Use the *Self-Check* box to evaluate your participation in the discussion. Think of ways to improve.

Ongoing Assessment: Group Discussion

Use this activity to evaluate students' ability to

- participate in brief dialogues.
- take turns to speak.
- include relevant details to support their opinion.

Giving the Teacher Advice

Tell students that you are looking to do some volunteer work. Explain that you love working with people, but you also want to get some experience for a future career. Give students five minutes to think of ideas and advice that they can give you about trying to find some volunteer work. Elicit a discussion from the class.

Class 6

Objective: Exchange personal information

Language: *Can you give me your phone number in case I have any questions?*

Phone Interview

Have students work in pairs. Tell students in each pair to take the role of interviewer or interviewee. Have them act out a telephone interview where a student is looking for some volunteer work. Encourage them to write down some questions and notes about what they want to say. Write questions and answers in two columns on the board. *Can I speak to Mr. Jones, please? This is Mr. Jones. I am interested in volunteering. What work do you want to do? I'd like to work with animals. When can you volunteer? On weekends. What experience do I need? You don't need experience. When can you start? Next week.* Have students provide examples of more questions and answers. Have pairs practice telephone conversations using the prompts on the board. Invite some pairs to act out their conversations in front of the class.

Common Problems

Make sure students identify the use of the verb *to be* for asking and giving personal information. Some students will probably confuse the use of the possessive 's with the contraction of the present simple of the verb *to be*.

- 1 Have students open the *Activity Book* to page 14. Have them read the sentences and underline the verbs. Once they have the answers, elicit the complete form of the verbs.

Answers: a. 's (is), b. are, c. 'm (am), d. 's (is), e. are, f. 'm (am)

- 2 Have students read the words in the box. Then ask them to complete the conversation. Explain that it is a dialogue to exchange personal information.

Answers: 1) I'm, 2) name's, 3) Are, 4) What's, 5) It's

Exchange personal information

- 1 Read the sentences from the phone conversation on page 13 and underline the verbs.
 - a. Great! And, what's your address?
 - b. How old are you?
 - c. I'm only twelve years old.
 - d. My phone number's 909 472 1200
 - e. What are your interests?
 - f. I'm excited about this volunteer work.

- 2 Use the words in the box to complete the conversation.

name's What's Are I'm It's

SUSIE: Hello. Thanks for volunteering. 1) _____ Susie. What's your name?

SIMON: My 2) _____ Simon, nice to meet you.

SUSIE: There is a meeting tomorrow. 3) _____ you available?

SIMON: Sure.

SUSIE: OK. 4) _____ your e-mail address, Simon?

SIMON: My address is simon12@mymail.com

SUSIE: Great! I can send you the location of the meeting by mail.

SIMON: Can you give me your phone number in case I have any questions?

SUSIE: Sure. 5) _____ 614 4544.

Product

- 3 With a **Product** partner, look at your list of places to volunteer from your *Evidence Portfolio*. Make a list of personal information questions to ask someone interested in volunteering.
- 4 Underline the verb we use to exchange personal information. How does it change and why?

Check What You Know

1. What's your address?
 2. How old are you?
 3. I'm twelve.
- 5 Use the **Check What You Know** box to evaluate your questions. Keep your list of questions in your *Evidence Portfolio* for the **Product**.



Product Step 2

The students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 3 Students will use the information they have in the chart they saved in their *Evidence Portfolio* to think of important personal information and questions to ask for it. They then can write a list of questions they might ask someone interested in volunteering. Students will save their lists in their *Evidence Portfolio* for future reference.
- 4 Have students read the questions in the **Check What You Know** box. Guide students so they can underline the verb used to exchange personal information. You may want to encourage students to analyze how it changes and why. For further reference, students could check the *Grammar Reference* on page 109.

Answers: 1. 's (is), 2. are, 3. 'm (am)

- 5 Students may use the examples in the *Check What You Know* box to evaluate the questions they wrote in activity 3. They should keep their lists in their *Evidence Portfolio* to check their progress and for later use during the unit product.

Ongoing Assessment: List of Questions and Answers to Ask for and Give Information

Use this activity to evaluate students' ability to

- formulate questions to ask for personal information.
- respond to questions giving personal information.
- take turns speaking fluently in a conversation.

Class 7

Objective: Exchange information about community services

Language: *I would like to help at an animal shelter.*

Game: Who are you?

Tell students to think of a famous person they think everyone would know. Invite a student to the front. Explain to the class that the student in the front has to say three things about the person as if the student were him or her (*I'm a man. I'm a sportsman. I'm from Argentina*), and that the rest of the class can ask only two questions to guess who the person is. Encourage students to use questions from the list they previously made: *Where are you from? How old are you?* Have the first student to guess the name come to the front and take the next turn.

- 1 Have students open the *Activity Book* to page 15. Go through the questions with the whole class. Ask students to think about the different things they could do

to help animals: *clean and feed them, walk them, place them in homes*, etc. Ask them to answer the questions in pairs.

Answers: *Answers may vary.*

- 2 Ask students to read the ad and cover letter. Then have them make notes to complete the first row of the chart.

Answers: *Previous experience:* caring for two dogs and a rabbit;

Personality characteristics: kind, patient; *Abilities:* walk, clean, and feed the animals; *Type of work interested in:* helping at the Animal Shelter; *Time available for work:* Saturday mornings 9:00–11:30 a.m. and some Saturday afternoons.

Ongoing Assessment: Table with Information about a Community Service


Use this activity to evaluate students' ability to

- use notes to remember important information.
- identify key words.
- include details that are relevant and interesting.

Exchange information about community services.

- 1 Look at the ad and answer the questions.

- What types of jobs can volunteers do at an animal shelter?
- What characteristics do volunteers need?



Animal Shelter
14 Main Street, Newtown

Volunteers required.

Should be kind and generous, and love animals!

Write to Janet Dawes saying how you can help.

Children under 13 should apply with a parent or adult.

Dear Ms. Dawes,

I am 13 years old. I would like to help at the Animal Shelter because I love dogs. I am worried about the number of dogs on the street, and I want to help in any possible way. I have experience in caring for animals as I have two pet dogs and a rabbit.

I am very kind and patient, and I enjoy physical exercise. I can take dogs for walks, or I can brush and feed them.

My house is near the shelter, so I can help every Saturday morning between 9:00 a.m. and 11:30 a.m. I am able to help some Saturday afternoons, but not every week.

Please let me know if there is any work available.

Yours sincerely,

Will Hurst

- 2 Read the ad and cover letter and complete the first row of the chart.

Previous Experience	Personality Characteristics	Abilities	Type of Work Interested In	Time Available for Work
---------------------	-----------------------------	-----------	----------------------------	-------------------------

Self-Check

- Yes No
- Understand general sense and main idea
- I started with a greeting
- I included clear ideas in each paragraph
- I finished with a closing and a signature

- 3 Think of a type of volunteer work of interest to you. Make notes in the second row of the chart.

- 4 Write a letter asking for volunteer work in your area of interest. Remember to include all the information in the chart.

- 5 In pairs, exchange and correct your letters. Use the *Self-Check* box.

- 6 Write a final version of your letter. Keep your letter in your *Evidence Portfolio* to evaluate your progress.

For help writing a cover letter, go to <https://www.wikihow.com/Write-a-Cover-Letter>

Unit 1

- 3 Ask students to work individually. Have them think of an activity they would like to get involved in. Ask them to make notes in the second row of the chart in activity 2. Tell students to write a clean version of the chart on a separate sheet of paper. Have them keep it in their *Evidence Portfolio*.
- 4 Have students look at the *Self-Check* box. Ask them to identify the different sections of the letter in activity 1. Have students write a letter asking about the volunteer work of their choice in activity 3. Point out they need to follow the structure of the letter on the page, including an introduction, a body, and a conclusion. Go around the class, providing help as necessary. Tell students they can use the website suggested in the *Activity Book* for extra help.
- 5 Have students work in pairs. Refer them to the *Self-Check* box. Tell them to exchange their pieces of writing and look for ways to improve them. Encourage them to focus on good structure with sentences using *necessity* and *hope*, and help them evaluate their use of language.
- 6 Go over students' work and give them feedback where needed. Review the sentences and expressions using *necessity* and *hope*. Ask students to write a final draft of their letter with the corrections made. Have them keep it in their *Evidence Portfolio* to evaluate their progress.

Ongoing Assessment: A Cover Letter

Use this activity to evaluate students' ability to

- determine language register according to intended audience.
- use correct grammar and vocabulary.

Deliver Your Letter

Deliver the letters to other students in the class. Tell students to read the letters and make comments as if they were employers. Have them make suggestions on what the person could do to improve his or her letter.

Class 8

Objective: Exchange information about a community service
Language: *We should look at the bigger picture.*

Preparation

Bring in English language newspapers or magazines.

Jobs for Young People

Divide the class into groups. Have students suggest different types of jobs young people can do. Write a list on the board: *deliver newspapers, pack bags, collect trash, etc.* Ask them what characteristics people need to do the jobs in the list: *patient, strong, healthy, etc.* Write them next to the jobs. Have students choose characteristics from the list that apply to them. Have students work in pairs. Tell them to read their characteristics to their partner and have their partner make suggestions about possible volunteer work.

Exchange information about a community service

Work with a partner. Look at the ads for community service volunteer jobs and answer the questions.

- a. What type of work do volunteers do at each place?
- b. Why is this work important?
- c. Would you like to volunteer at these places? Why or why not?

Trash removal

Meet at
 Co. on Park
 at 9:00 a.m.
 on Saturday
 Help protect
 our local
 environment



Helping the homeless since 1985
 Call 324 5643 Over 1500's

hurricane relief

Product

Work with a Product partner. Make notes in the graphic organizer about community service volunteer jobs. Use the list of jobs from your *Evidence Portfolio*.

Name of Community Service

Type of Work

Location

Work Schedule

Work with your partner. Prepare a role play to ask for and give information about the volunteer job at a community service location.

Student A: You work at a community service location. You will interview a volunteer and give him or her information about the job. Use the information in the graphic organizer and the list of personal information questions from your *Evidence Portfolio* to prepare for your role.

Student B: You want to volunteer at the community service location. You are going to a volunteer job interview. Use the information in the graphic organizer and your cover letters from your *Evidence Portfolio* to prepare for your role.

Work with your partner to practice your dialogue. Keep your notes in your *Evidence Portfolio*.

Use the *Self-Check* box to evaluate your participation in the role play. Think of ways to improve.

With your partner, rehearse your role play for your class presentation. Focus on items in the *Self-Check* box.

Exchange information
 Yes
 No

16 • Unit 1

- 1 Have students open the *Activity Book* to page 16. Have them work with a partner. Tell them to read the community service volunteer jobs and answer the questions.
Answers: a. trash removal, washing dishes, donating clothes and food; b. it protects the environment, helps the homeless, provides hurricane relief; c. *Answers may vary.*

Product Step 3

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 2 Students will work with their partner from their *Product* group to write notes in the graphic organizer about community service volunteer jobs. They could list the jobs they saved in their *Evidence Portfolio*. Students may copy their graphic organizer on a separate sheet of paper so they can keep their notes in their *Evidence Portfolio* for future reference.

Answers: *Answers may vary.*

- 3 Students will work with their partner from their *Product* group to prepare a role play to ask and give information about a job at a community service location. You may want to remind them of the importance of asking questions to see if the candidates have the skills for the type of volunteer job.

Answers: *Answers may vary.*

- 4 Students will practice the dialogue with their partner and take notes they might want to keep in their *Evidence Portfolio* for future use.
- 5 Students can use the *Self-Check* box to evaluate their performance in the dialogue and think of ways to improve it. You may want to read the *Self-Check* box with the class.

- 6 Students may rehearse their role play for their class presentation. You might want to set a time limit for them to rehearse their presentation. You may also want to make sure they are focusing on the items in the *Self-Check* box.

Class 9

Objectives: Give advice and make suggestions. Exchange personal information.

Language: *I think we should add more color.*

Create a Class Ad

Tell students that you want to create an ad for a volunteer position. Explain that you are looking for someone to help an elderly lady on your street do her shopping. Explain that they would need to help once a week for about two hours. Draw the outline of the ad on the board. Invite different students to the board to write in different parts of the ad. Include the hours, location, and type of work. Encourage students to draw a picture or make a logo to decorate the ad. Ask students if they like the ad and if they would change anything.

Role Play

Step 4

Product

- 1 Present your role play to the class. Use the *Self-Check* box to evaluate your performance and those of your classmates.

- 2 Use the *Product Assessment Checklist* to evaluate your work on the *Product*.

Product Assessment Checklist

Please mark (✓) the following items you feel you successfully completed with your presentation.

Team Work

- I collaborated with my partner.
- I was supportive and respectful to my partner.
- We shared the work equally.

Content

- I gave valuable information on my topic.
- I followed the dialogue without help.
- I used a variety of words and expressions.
- I fluently took turns to speak.

Organization

- I began work promptly.
- I had all the previous material needed at hand.
- I completed the work on time.

Complete the following statements:

My strengths on this project were _____
 My challenges on this project were _____
 Changes I will make for the next project I will do are _____

- 2 Work in groups. Use the information in the *Product Assessment Checklist* to discuss your participation in the *Product*. Write a list of suggestions for future products.

Self-Check

Yes
 I understand general sense and main ideas.
 I can find specific details.
 I can find supporting details.
 I can find the main idea.
 I can find the author's purpose.
 I can find the author's point of view.
 I can find the author's tone.

Product Step 4

The students will finalize work on the Unit product in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

- 1 Students will present their role play to the class. They can use the *Self-Check* box on *Activity Book* page 17 to evaluate their classmates' performance, as well as their own.
- 2 Students use the *Product Assessment Checklist* to evaluate their work on the *Product*. They may want to read it through before marking their progress.
- 3 Students work in groups to discuss their participation in the *Product*. They use the information in the *Product Assessment Checklist*, and write a list of suggestions to improve in future products.

Class 10

Objectives: Give advice and make suggestions. Exchange personal information.

Language: *You should volunteer to help the homeless.*

Self-Assessment

Have students turn to page 18. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their attitudes, their progress, and what they learned.

Evaluate Your Attitude

- 1 Invite students to reflect on their attitude in the classroom during the unit. Have them read the statements and grade each one of them. Encourage students to think about specific activities to answer the questions and to extend their answers by listing examples. You can have a class discussion for students to share their thoughts and ideas on how to improve in the future.

Evaluate Your Progress

- 2 Individually, have students take out their *Evidence Portfolios* and look at their work. Encourage students to add any other work they want. Ask them guided questions: *Can you see progress in your work? How was your performance in the first activity compared to the last one?* Invite them to complete the statements in the *Evaluate Your Progress* section as honestly as possible.

Evaluate Your Achievements

- 3 Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the learning outcomes and use the scale to grade their learning. Motivate students to reflect on their progress. Invite them to think of strategies to improve their performance and give your suggestions. Ask them to reflect on the suggestions and create a plan for how to improve in the next unit.

Assessment

Photocopy *Assessment 1* on pages 160–161. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 180.

Suggested Evaluation Instrument: Rubric

Use the following *Rubric* or a similar one to evaluate students' product. Go to *Marking Criteria* on page 182 for further information.

Self-Assessment

Evaluate Your Attitude

1 Think about the attitudes you showed in this unit. Mark (✓) the options that best describe you.

- I always completed my work.
- I showed respect for myself and others.
- I collaborated with my classmates.
- I participated actively in class.
- I made my best effort.

Look at the attitudes that you marked as . How did you make this (these attitude/s) happen?

Evaluate Your Progress

2 Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Think about your progress throughout the unit and complete the statements.

- a. During the unit, I collected _____ out of _____ activities for my *Evidence Portfolio*.
- b. I also added _____ as evidence, because _____.
- c. In the evidence activities _____ and _____, I can see I improved at _____.
- d. Looking at my answers in the *Self-Check* boxes, I realize I need to work on _____.
- e. For the next unit, I'm going to _____.

Evaluate Your Achievements

3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment or suggestion in the *Reflection* column.

3 Perfectly 2 OK 1 With difficulty

- | Learn... | Grade | Reflection |
|--|-------|------------|
| <ul style="list-style-type: none"> ▪ listen to and revise dialogues about community services. ▪ get the main idea from texts about community services. ▪ exchange information about community services. | | |

Category	Inadequate (0–1 points)	Reasonable (2–3 points)	Excellent (4–5 points)
Grammar and Vocabulary	Needs extra support in the use of correct grammar and vocabulary.	Hesitation in the use of correct grammar and vocabulary.	Accurate use of grammar and vocabulary, depending on the situation.
Discourse Management	Needs extra help to be able to develop sentences.	Hesitates when developing sentences relevant to the task.	Logical development of sentences that are relevant to the task.
Pronunciation	Speech is difficult to understand most of the time.	Speech is sometimes difficult to understand.	Speech is easily understood.
Interaction	Needs extra support to follow a conversation.	Hesitates in a conversation.	Fluently follows a conversation.

Unit 2

Share What You Know

- In groups, discuss the questions about free-time movies.
 - a. What kind of movies do you like?
 - b. What was the last movie you saw?
 - c. How do actors demonstrate feelings?
- Think about your participation in the discussion and answer the questions.
 - a. What language did you use to answer the questions?
 - b. Did you have any communication problems?



Silence Is Golden

Family and Community Environment

Social Practice

- Compose dialogues and interventions for a silent short film.

Achievements

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

Product: Script for a Short Silent Film

1. Draw scenes and write sentences of a Short Silent Film.
2. Make notes about characters.
3. Write lines of dialogue.
4. Add details to the scripts about the characters' emotions and gestures.
5. Present the script for a Short Silent Film.

Unit 2 • 19

Class 1

Objective: Review a movie script

Language: *The astronomers are exploring the moon.*

About the Topic

Movie Culture

Movies have been the center of our culture for many decades. The latest blockbusters are always discussed among friends and families and of course there are certain language patterns that help these discussions make sense. There are also numerous magazines and websites that dedicate their energies to discussions of who is the latest superhero, what historical movies are important to our culture, and what latest releases are worthy of our attention at the box office. A good example of this kind of cultural interaction takes place at <https://www.empireonline.com/>.

Share What You Know

Write *Movies* on the board. Ask: *Do you like movies?* Have students raise their hands. Alternatively, project the Unit 2 images on the *Class CD* and ask: *Have you seen any of these movies?* Have students raise their hands. Have students open the *Activity Book* to page 19 and work in groups. Have students discuss the questions to activate their previous knowledge. After some time, encourage students to share their answers with the group.

Predict!

Have students open the *Reader* to page 17. Ask them to identify the title of the text: *A Trip to the Moon*. Elicit what type of text it is: *It is a movie script*. Divide the class into reading groups. Have them answer the prediction questions. Elicit answers from volunteers and write them on the board.

Read Along

Ask students to open the *Reader* to page 18. Play *Track 4* and have students follow the text in the *Reader*. Encourage them to use the glossary at the bottom of the pages, but tell them not to worry too much about specific words at this point. When they have finished, check their predictions on the board.

Track 4

(See pages 18–27 of the *Reader*.)

Comprehension Check

Tell students to work in their reading groups. Ask them to answer the comprehension questions on page 28 of the *Reader*. Walk around the class and monitor students' work. Invite volunteers from different groups to share their answers with the class.

Answers: 1 a. Because there are almost no dialogues. b. By scenes. c. The setting. 2 a. 2. b. 1. c. 1. d. 1. 3 *Answers may vary.*

Genres

Elicit and write up a list of movie genres on the board: *horror, comedy, science fiction, drama, animation, action*. Have students work in groups of six and write down every movie they can remember in every category. Invite a member from each group to write the movies on the board. Have volunteers say the parts of the plot they can remember or what actors played the major roles.

Class 2

Objective: Understand the general sense and main ideas

Language: *The astronomers arrive at their club.*

Silent Movies

Ask students if they have seen a silent movie before. If necessary, explain what it is: *A movie without recorded sound*. If possible, allow a short period for online or library research of the topic. Write up the names *Charlie Chaplin* and *Laurel and Hardy* (*El Gordo y el Flaco* in Mexico) on the board and find out who knows who they are. Explain that they were movie stars in the silent era.

Read Silently

1 Have students open the *Reader* to page 18 and ask them to read the text. After some time, ask comprehension questions for each page:

Page 18: *What does the professor suggest?*

Page 19: *Why is there disagreement?*

Page 20: *What are they doing in the workshop?*

Page 21: *Why is everyone clapping and waving?*

Page 22: *What hits the moon in the eye?*

Page 23: *What happens as they are sleeping?*

Page 24: *Who are the Selenites?*

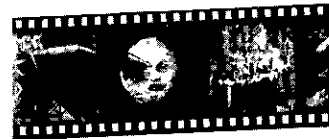
Page 25: *What happens to the king?*

Page 26: *Where do the astronomers run to?*

Page 27: *How do the astronomers escape?*

Understand the general sense and main ideas

- 1 Read the script of the movie "A Trip to the Moon" on pages 17-27 of the *Reader*.
- 2 Complete the story map with information from the script.



Setting	Characters
Beginning	Middle
	End



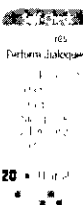
- 3 Answer the questions about the script.
 - a. How many astronomers agreed to go to the moon?
 - b. What woke the astronomers up in the moon?
 - c. Whose bed the Selenites take the astronomers? _____
 - d. Where did the astronomers land when they returned to Earth?

Vocabulary Tip
(Categorizing)
astronomers
capsule
comet
stars
cannon
spaceship
moon
professor
marines

- 4 Categorize the words from the script.

astronomers capsule comet stars cannon
spaceship moon professor marines

People	Celestial Bodies	Methods of Transportation
--------	------------------	---------------------------



- 5 Work in groups. Discuss the questions.
 - a. What is the genre of the movie from the *Reader*? Do you like this kind of movie? Why or why not?
 - b. How do the actors communicate with the audience in this type of movie? Do you think it is effective? Why or why not?
- 6 Look at the **Self-Check** box and evaluate your participation in the discussion. Think of ways to improve.

- 2 Ask students to open the *Activity Book* to page 20 and have them complete the activity. Draw up a large copy of the chart on the board as the class reads the story again in their *Reader*. Call on volunteers to read aloud what they have put in the chart. Come to a consensus as to the correct answers.

Answers: *Setting:* The astronomers club, the workshop, the launching room, the moon, the port. *Characters:* Barbenfouillis, Nostradamus, Aicofrisbas, Omega, Micromegas, Parafaragaramus, the townspeople, the Selenites, the Selenite's King. *Beginning:* The astronomers plan to go to the moon. *Middle:* The astronomers go to the moon and explore it. *End:* The astronomers fight the Selenites and return to Earth.

- 3 Tell students to answer the questions. Have them compare their answers with a partner.

Answers: a. Six. b. Dust starts falling over them. c. To their king's palace. d. In an ocean.
- 4 Draw students' attention to the **Vocabulary Tip** box. Check that students understand each of the given words before they attempt to categorize them. Write up the columns on the board and call on students to come to the front to add a word to each column.

Unit 2

Answers: *People:* astronomers, professor, marines; *Celestial bodies:* comet, stars, moon; *Methods of transportation:* capsule, cannon, spaceship

- 5 Have students work in groups and discuss the questions. Monitor to make sure students are on topic and using the correct pronunciation. Help with vocabulary where necessary. You can show a silent film from the Internet for students to add to their discussion.

Answers: a. *silent movie*, b. *body language*

- 6 Students will use the *Self-Check* box to evaluate their performance in activity 5 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Class 3

Objective: Describe activities in progress

Language: *The Selenites are chasing the astronomers.*

Preparation

Find a magazine or set of images where people are doing observable activities.

Think and Tell

Ask the class what they remember from the *Reader* and the silent movie. If possible, allow some time in the class to show the movie *A Trip to the Moon*, which can be found in online streaming services. Help students reflect on the way that actors must overemphasize the emotions they want to portray, as they have no words or sounds to help the audience understand what is happening.

Present Continuous for Images

Explain students that the present continuous is used to explain what is happening at the moment, but that it is also applied to describe images like photographs or movie stills. Even though what they are looking at is not actually happening in the present moment, it is still the present continuous that we apply.

Describe activities in progress

- 1 Read the sentences from the *Reader* and underline the verbs. Follow the example.

- a. Everyone is paying attention.
- b. People are working on the capsule.
- c. The ship is cruising through space.
- d. The astronomers are exploring the moon.

- 2 Complete the sentences with the correct form of the verb *to be*.

- a. Barbicouillis _____ trying to impress the members of the Astronomy Club.
- b. The astronomers _____ looking at the comet. They are asleep.
- c. The Selenites _____ chasing the astronomers.
- d. The ship _____ falling into the ocean.

- 3 Look at the pictures and write sentences to describe what is happening. Use the verbs in the box.

draw talk point laugh

- a. He is _____
- b. They are _____
- c. _____
- d. _____



- a. Work in *Product* groups. Think of a story for a short silent film.
- b. Draw pictures of four key scenes. Write a sentence for each scene. Keep your work in your *Evidence Portfolio* for the *Product*.
- c. Look at the activities on this page and underline the correct options.

Product



Check What You Know

- 1. We form the present continuous with **to be** and the verb **+ -ing**.
- 2. We use the present continuous to talk about **actions happening now / daily routines**.

Unit 2 • 21

- 1 Have students open the *Activity Book* to page 21. Write the first sentence on the board and elicit which word represents the verb *to be* (*is*). Encourage students to say what the plural form of the verb is (*are*). Ask students to underline the gerund (*-ing*). Help them recognize that the infinitive form of the verb *paying* is *to pay*. Have the class complete the activity individually. Check answers as a class. Elicit the infinitive form of the verbs in the activity and write them on the board, if necessary.

Answers: b. are working, c. is cruising, d. are exploring

- 2 Have students complete the sentences using the correct form of the verb *be*. Elicit answers from the class.

Answers: a. is, b. are, c. are, d. is

- 3 Have students complete the sentences by looking at the pictures and using the verbs in the box. Use this opportunity to check spelling and punctuation.

Answers: a. He is drawing. b. They are talking. c. He is painting. d. He is laughing.

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weakness, so they can help weaker students. It is also recommendable for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

- In their *Product* groups, students will brainstorm story ideas for a short silent film. Students may already be familiar with short silent films. If they are not familiar with them, you may want to allow them to find examples of short silent films in the library or on the Internet. You may support students by monitoring and offering feedback on their ideas.
- Students will draw pictures of four key scenes for their short silent film and write a sentence for each one. Students will save their drawings in their *Evidence Portfolio* for future reference.

Ongoing Assessment: Sentences to Describe Continuous Actions:

Use this activity to monitor students' ability to

- identify subject and audience.
- describe actions in progress.
- use correct punctuation and spelling.

- Have students work individually to complete the *Check What You Know* box. Ask students to read the box and choose the best option to complete each sentence. Elicit answers from students.

Answers: 1. *ing*, 2. *actions happening now*

Describing Images

Choose six images and the verbs for each action. Put them on the board. Hold up the images for the class and ask them to match the verbs to the actions. Then write a sentence on the board using each verb in continuous form: *talk – The man is talking.*

Class 4

Objectives: Write lines and dialogues

Language: *He is absolutely hilarious.*

Adjective Use

Tell students about a movie. Describe it using adjectives and write one sentence on the board (e.g., *The movie was great.*). Underline the adjective and elicit what its function is. Ask volunteers to describe a movie they saw recently using adjectives. Explain that adjectives are used when talking about movies to help build a picture of a character, of a feeling related to the quality of a particular scene, or even of an entire movie. Elicit at least ten adjectives that may be applied to a character or a movie scene and write them on the board.

Write lines and dialogues

- Work in pairs. Answer the questions.
 - What do you think is happening in each of the scene?
 - What are the movie genres?



- Listen **Q1** to the conversation and number the movies in the order they are mentioned.
- Listen again and underline the correct adjectives.
 - Lulu describes C-3PO as *clever*, *intelligent*, *annoying*.
 - Max describes C-3PO as *annoying*, *funny*, *kind*.
 - Max likes *science fiction*, *fantasy*, *silent movies*.
 - Lulu's favorite character is C-3PO, *Gandalf*, *Buster Keaton*.
 - Max has never seen *Star Wars*, *The Lord of the Rings*, *a silent movie*.
 - Lulu describes Buster Keaton as *hilarious*, *serious*, *clever*.

Pronunciation Tip
Sentences stress content by using intonation. Listen to the audio and underline the stressed words in the sentences.

- Listen **Q2** to the sentences from the conversation and underline the stressed words.
 - He's an annoying character.
 - He is constantly complaining!
 - Silent movies are boring!
 - He is absolutely hilarious.
 - Some silent movies are also really tragic!

Self-Check
Yes ...
Perform dialogues using the correct intonation. Check the stressed words and intonation.

- In pairs, practice saying the sentences. Use appropriate sentence stress.
- In pairs, look at the pictures again and say which type of movie you would prefer to see and why. Talk about the following:
 - genre
 - story
 - characters
- Look at the *Self-Check* box and evaluate your use of language. Think of ways to improve.

Unit 2

- 1 Draw students' attention to the images on page 22 of the *Activity Book*. Have volunteers say what they know about the movies. Divide the class into pairs. Have them discuss the questions. Check answers as a class. Encourage volunteers to share what they know about the movies with the rest of the class.

Answers: a. *Answers may vary.* b. (from left to right) comedy, fantasy, science fiction

- 2 Play *Track 5* once and ask students to say what the conversation is about. Have the class mark the images in the order they hear them mentioned. Check answers as a class.

Answers: (from left to right) 3, 2, 1

Track 5

(See page 186.)

- 3 Ask students to read through the sentences and the options. Explain vocabulary if necessary. Encourage students to complete the activity with a partner before listening to *Track 5* again. Have students check their answers as they go.

Answers: a. annoying, b. funny, c. science fiction, d. Gandalf, e. *The Lord of the Rings*, f. hilarious

- 4 Ask a volunteer to read the *Pronunciation Tip* box aloud. Play *Track 6* and have students underline the stressed words. Read through the sentences again with the class to check answers. Play the track again, pausing it after each sentence for students to repeat.

Answers: a. annoying character; b. constantly complaining; c. silent movies, boring; d. absolutely hilarious; e. really tragic

Track 6

(See page 186.)

- 5 Give students a couple of minutes to memorize the sentences. Have them close their books and divide the class into pairs to reconstruct the sentences purely from memory. Monitor helping students to remember.

- 6 Tell students to work with a new partner. They should discuss the type of movie they would prefer, considering the prompts. Monitor and help students if needed.
- 7 Students will use the *Self-Check* box to evaluate their performance in activity 6 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Scriptwriters

Ask students to work in small groups. Tell them to write a script with dialogues for a movie scene. Have them agree on the genre, characters, and setting. Suggest using the *Reader* for reference. Monitor the activity, helping with ideas and language as needed. If time allows, have volunteers present their scenes. Ask students to keep a copy of their script in their *Evidence Portfolio*.

Ongoing Assessment: Script with Dialogues

Use this activity to evaluate students' ability to

- understand the general sense and main ideas.
- establish the genre of a script.
- write a script based on previously written sentences.

Class 5

Objective: Express hopes and desires

Language: *I want to see it one day!*

Game: Guess the Character

Write the title of a popular movie on the board. Think of a character from that movie and mention five adjectives that describe him or her. Have the first student that guesses the name of the character come to the front and take the next turn. Help with ideas and language as necessary.

Common Problems

Students sometimes use the continuous form (-ing) to express their hopes and desires. Make a clear example on the board of how this is incorrect; for example, *I am wanting to go to the cinema*. Explain that the verb form is always *want* + infinitive: *I want to go to the cinema*.

- 1 Ask students to open the *Activity Book* to page 23. Tell them to underline the verbs individually. Elicit expressions for hopes and desires on the board: *I want to, I would like to (I'd like to), I hope to*. Ask: *Why do we need to say these words?* (Because we want to express a hope or want.)

Answers: a. want to, b. want to, c. would like to, d. hope to

Express hopes and desires

- 2 Give students a few minutes to look at activity 1 again and complete the activity. Have students compare their answers with a partner.

Answer: (from top to bottom) d, a, b, c

- 3 Have students work in pairs. Ask students to look at the characters in the picture and write sentences to express their hopes and desires from the picture. Ask students to share their sentences with another pair.

Answers: Answers may vary.

Product Step 2

- Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.
- 4 Students work in their *Product* groups to write notes about the characters in their silent film. They can use the chart in the book to make notes or adapt it to add other important characteristics of their characters. Students will keep their notes in their *Evidence Portfolio* for future use.

Product Step 3

- 5 In their *Product* groups, students can use the information in their charts to write dialogues for the characters expressing hopes, desires, and ambitions. They will keep their work in their *Evidence Portfolio*.
- 6 Students use the *Self-Check* box to evaluate their performance in activity 5 and think of ways to improve it. You may want to read the *Self-Check* box with the class before asking students to complete it. They can complete it individually or use it to provide each other feedback.

7 Work in pairs. Read the sentences. Underline the verbs that express hopes and desires.

- a. I want to see it on TV! c. I'd like to see more silent movies.
b. I want to be an actor for one day. d. I hope to see it in 3D.

Match the hopes in activity 1 with their reasons.

- The special effects are great.
Everybody says it's great.
It's a great way to express feelings.
There's a lot of emotion without any words!

8 Look at the characters from a movie. Write about their hopes or desires. Use the words in the box.

would like hope want

Man: I would like to dance.

Woman:



Product

4 Work in your *Product* groups. Think about the characters in your silent film. Make notes in the chart.

Character Name	Hopes/Desires/ Ambitions	Reasons/Motivations
----------------	-----------------------------	---------------------

Product

5 In your group, write lines of dialogue for your characters. Have them express hopes, desires, and ambitions. Keep your notes in your *Evidence Portfolio* for your *Product*.

6 Look at the *Self-Check* box and evaluate your use of language. Think of ways to improve.

7 Look at the activities on this page and underline the correct option.

Check What You Know

1. We follow the verbs **hope**, **would like**, and **want** with *verb + ing / to + verb*.

- 7 Tell students to think about the activities they did on this page and complete the sentence in the *Check What You Know* box. Check as a class.

Answers: to + verb

Game: Toss the Ball

Crumple up a piece of paper to make a ball. Have students stand in a circle. Toss the ball to one of the students and say: *I want to be rich*. Have the student state another wish: *I hope to be famous and she/he wants to be rich*. The student should then toss the ball to another student for him or her to state another desire, and so on. Encourage students to use the structures covered in the class.

Class 6

Objective: Write lines and dialogues

Language: *The universal themes and flexible characters of children's books provide ideal source material for successful family movies.*

Intro: Game, Tic-Tac-Toe

Write *Harry Potter* as a title on the board and draw a tic-tac-toe grid below. Elicit nine characters from the books or movies and write their names in the squares. Divide the class into two teams: O and X. Have teams take turns choosing a square and giving an opinion of the corresponding character: *Hermione is smart because she reads a lot.* If the opinion is grammatically correct, allow the team to put their symbol in the square. The first team to complete a horizontal, vertical, or diagonal line of squares wins the game.

The Harry Potter Brand

The Harry Potter series comprises seven novels; the first was published in 1997, and the final book was published in 2007. Part of the amazement of the success of the series is that its author, J. K. Rowling, was unknown when the first book was published. Her publishers even suggested she keep her name gender-neutral so as not to alienate male readers. The books have been so culturally successful that, in 2003, the word *muggle* (created in the books) officially entered the Oxford English Dictionary as "a person who lacks a particular skill or skills, or who is regarded as inferior in some way." The movie rights to the first four books were sold in 1998, just one year after the first book was published. The first movie was released in 2001 and the last in 2011. The Harry Potter movies have been top-rank box office hits, with five of the movies listed within

Write lines and dialogues

- 1. Make a list of different ways to promote a book or movie. Share your ideas with the class.
- 2. In pairs, read the magazine report and answer the questions.
 - a. Why is Harry Potter called a "phenomenon"?
 - b. What does "the children's book-to-film market has exploded" mean?
 - c. Who do blockbusters appeal to?
 - d. Why are children's books good source material for family movies?

The Magic Touch

Every country has bestsellers but there is one global literary phenomenon. That phenomenon is *Harry Potter*.

Over 400 million *Harry Potter* books have been sold in sixty-seven languages. However, there is another place where Potter has been particularly influential - Hollywood.

The children's book-to-film market has exploded. In 1997, only 20% of all book-to-film were based on books from the children's genre. In 2009, this figure was around 50%.

Hollywood divides its audience into what it calls "four quadrants": men, women, young (under twenty five), and old. Although it is never certain what exactly appeals to members of each "quadrant," a blockbuster film usually appeals to people in all four categories.



It is now recognized that the universal themes and flexible characters of children's books provide ideal source material for successful family movies. We can expect many more adaptations in the future.

- 3. In groups, discuss what themes and genres appeal to members of each of the four quadrants.
- 4. Write a short dialogue. Choose which group you want to appeal to.
- 5. In groups, present your dialogue to the class.



the fifteen highest grossing films worldwide. Alongside the movies, there has been a range of Harry Potter merchandise produced, including clothing, video games, toys, and even the development of a Harry Potter theme park within Universal Studios. The various Harry Potter products have made the Harry Potter brand worth an estimated US\$25 billion.

- 1. Tell students to open the *Activity Book* to page 24. Elicit who the character in the picture is (Harry Potter). Ask students if they have read any of the Harry Potter books and/or seen the movies, which they prefer, and why. Then ask how they found out about them. Have students make a short list of different ways to promote a book or movie using their ideas. Invite some volunteers to share their ideas with the class.

Answers: *Answers may vary.*

- 2 Have volunteers read aloud the instruction and sentences. Check comprehension. Divide the class into pairs. Have students find evidence in the text to support their answers. Encourage them to use their notebooks to make notes, if necessary. Check answers together as a class.

Answers: a. Because over 400 million Harry Potter books have been sold in sixty-seven languages. b. The number of books-to-films was 20% in 1997 and in 2009 it was around 50%. c. Men, women, young, and old. d. Because they have universal themes and flexible characters.

- 3 Divide the class into groups of four or five. Demonstrate by eliciting an example of a film and encouraging students to say to what quadrant they think the film would appeal and why.
- Answers:** *Answers may vary.*
- 4 Have students work in the same groups as in activity 3. Ask groups to appoint a student to take notes. Tell them to reach a consensus about the themes and genres that appeal to each quadrant. Then ask them to choose a quadrant and write their dialogue. Monitor the activity, helping with ideas and language where necessary.
- Answers:** *Answers may vary.*
- 5 Have each group present their dialogue to the class. Encourage the class to ask questions for the groups to justify their ideas; for example, *Why do you think that?*

Ongoing Assessment: Group Discussion

Use this activity to evaluate students' ability to

- express and justify their opinions.
- adjust verbal and nonverbal language.
- use a repertoire of words and expressions.
- use adequate volume and speed.

Class 7

Objective: Write a movie review

Language: *On the contrary, the film has plenty of drama.*

Preparation

Bring in magazines with pictures of characters or celebrities.

Game: Adjectives

Divide the class into two teams and assign a magazine page to each. Explain that they have two minutes to write as many words to describe the person in the picture as they can. Have teams read aloud their lists. Award one point for every adjective that is appropriate, but award no points for the words repeated by the teams.

- 1 Have students open the *Activity Book* to page 25. Ask them if they read movie reviews before they go to the movies. Elicit where to find movie reviews in their community (magazines, newspapers, blogs, etc.). Divide the class into pairs. Have students discuss the elements of a good movie review. Have them make notes about their discussion. Invite volunteers to share their ideas with the rest of the class.

Answers: *Answers may vary.*

- 2 Ask students to look at the picture and elicit what they know about the movie. Have them read the review and check comprehension. Explain vocabulary if necessary. Explain that movie reviews must follow a certain structure. Have students match the paragraphs to their function individually. Check answers as a class and make sure students can support them by referring to the text.

Answers: *(from top to bottom) c, b, a*

- 3 Have students work in pairs. Tell students to focus on the information before and after the words in bold in the review. Encourage them to support their answers and come to an agreement.

Answers: 1) On the whole, 2) On top of this, 3) However, 4) On the contrary, 5) For instance, 6) In my opinion

Unit 2

- Have students brainstorm ideas for their own reviews in pairs, and tell them to write the review individually. Monitor the activity, helping with language and ideas as necessary. Remind students to follow the structure in previous activities as a guide.
- Have students use the Writing Tip box to help each other correct their reviews.
- Ask students to write a final version of their review. Remind them they should keep it in their *Evidence Portfolio* to evaluate their progress.

Ongoing Assessment: A Review

Use this activity to evaluate students' ability to

- give an opinion.
- justify his/her choice.
- include details to support his/her choice.
- use proper connectors and expressions when giving an opinion.

Share the Reviews

Divide the class into groups of four or five. Have students share out loud their reviews. Encourage the other students to ask questions and make constructive comments. Invite individual students to read aloud their reviews to the class.

Write a movie review

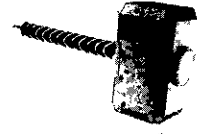
- In pairs, discuss the elements of a good movie review.
- Read the movie review and match the paragraphs to their purposes.
 - Gives a recommendation
 - Gives details
 - Provides basic information

Thor Ragnarok

Thor is a new movie directed by Taika Waititi. Chris Hemsworth gives an absolutely fantastic performance as the main character.

Even if you do not like powerful superheroes, you will not find this a boring adventure. **On the contrary**, the film has plenty of drama. **For instance**, there are many battle scenes as Thor bravely fights for his place as ruler of Asgard. **On top of this**, the special effects represent cutting-edge technology.

On the whole, the film is a noisy spectacle. **However**, the relationship between the superhero and his friends is heart-warming. **In my opinion**, you should not miss it!



- Classify the words in bold in the review according to what they are used for.

Summarize to sum up, 1)

Add in addition, 2)

Contrast On the other hand, 3) ... 4)

Support an Argument For example, 5)

Give an Opinion I believe, 6)

Writing Tip

Review
 Review
 Review
 Review
 Review
 Review
 Review
 Review
 Review
 Review

- Write a review about one of the following. Use the *Writing Tip* to guide you.
 - A movie
 - A book
 - A concert or festival
- In pairs, exchange and correct your reviews using the *Writing Tip*.
- Write a final version of your review. Keep it in your *Evidence Portfolio* to evaluate your progress.

Unit 2 • 25

Class 8

Objective: Describe characters and actions

Language: Indicate how many words are in the title.

Game: Five Questions

Tell students to think of a movie they enjoyed recently. Invite a volunteer to the front. Tell the class to ask the student five questions to guess the movie. Explain that the questions can be about anything other than the name of the movie or the names of the actors and characters: *Where is the movie set? Is the hero male or female? Is the movie dramatic? Is it scary?* Have the student that guesses the movie go to the front and take the next turn.

- Have students open the *Activity Book* to page 26. Ask students to read through the rules without adding the words in the box. Check comprehension by asking volunteers to explain how to play charades. Tell students to add the missing words to the rules. Check as a class.

Answers: 1) family, 2) mime, 3) stopwatch, 4) square, 5) finger, 6) nose

Describe characters and actions

2 Tell students to go through the descriptions of the gestures to number the pictures. Check as a class by having volunteers mime the gesture that corresponds to each number.

Answers: (from left to right) 4, 3, 1, 2

Product Step 4

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

3 Students work in their *Product* groups to play charades. If time allows, they might want to play with the other groups.

4 In their *Product* groups, students add details to their script about the characters' emotions and gestures. You may want to remind students that the gestures and emotions they expressed in charades can help them think of ways to write about their characters' emotions and gestures. Students should save their script in their *Evidence Portfolio* for future reference.

3 Read and complete the rules for *How to Play Charades with the words in the box*.

nose stopwatch mime square family finger

Charades is a traditional game for a fun time with friends.

Rules and Tips

Charades is a game where you act out a word or phrase without speaking.

Charades can be played with any word or phrase, but many people find that movie titles work best.

Usually, charades is played by two teams. Each player acts out a phrase, and a

30-second timer is used to track the time.

Getting Started

- Divide into two teams.
- Write movie titles on slips of paper.
- Give opposing teams members the slips of paper to act out when it's their turn.

When miming, use the following gestures:

- 1 **Film:** Pretend to use an old movie camera.
- 2 **Book:** Pretend to read.
- 3 **TV:** Indicate a TV in the air for a TV screen.
- 4 **Syllables:** Lay down a number of fingers on your left hand to indicate the number of syllables. To act out the first syllable, lay down one finger on your right hand.

Steps

- 1 Indicate to your team whether you are going to mime the title of a film, book, or TV show.
- 2 Indicate how many words are in the title.
- 3 Indicate which word you want to start acting.
- 4 When someone acts out a correct word, point at them with one finger and touch your wrist with another.

4 Use the gestures described in the text to number the pictures.



3 Work in your *Product* groups. Play charades.

Product

4 In your product groups, work on your script for a silent movie. Think about the emotions and gestures of your characters and add details to the dialogues.

- Draw the scenes. Keep your notes and drawings in your *Evidence Portfolio*.

Class 9

Objective: Present a short silent film

Language: *The astronomers are running back to their capsule.*

Silence Is Golden

Elicit emotions and write them on the board. Divide the class into pairs. Tell them to take turns acting out one emotion from the board without speaking. Continue the game until at least five emotions have been guessed.

Product Step 5

The students will finalize work on the Unit product in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

- 1 Students open the *Activity Book* to page 27. In their *Product* groups, students can use their movie script notes and drawings from their *Evidence Portfolio* to make final adjustments to their script, based on their answers to the *Self-Check* box. You can work with each group individually to see if they have any doubts.
- 2 Students can rehearse their presentation. You might set up a schedule for the presentations.
- 3 *Product* groups work with another group to compare their performance using the *Product Evaluation Rubric*. You might observe different groups when they give each other feedback to improve in future activities.
- 4 Students can use the *Product Evaluation Rubric* and the *Self-Check* box to discuss and mark their participation in the *Product*. They might want to give each other feedback orally or by writing their ideas down.

Short Silent Film

Step 5
Product

- 1 With your *Product* group, take out your movie script notes and drawing from your *Evidence Portfolio*. Make final adjustments to your scripts.
- 2 Present your movie script.
- 3 Make suggestions to the other groups to improve their movie scripts.

Product Evaluation Rubric

Category	Excellent (9–10 points)	Adequate (6–8 points)	Inadequate (4–5 points)
Use of language Score	Uses a variety of vocabulary. Uses the grammar of the unit with minor mistakes	Uses some variety of vocabulary. Uses the grammar of the unit, but makes many mistakes	Doesn't use a variety of vocabulary. Can't use the grammar of the unit correctly
Content Score	Had all the previous material needed. Completed his/her part correctly.	Had most of the previous material needed. Completed his/her part of the work with difficulty.	Didn't have all the previous material needed. Couldn't complete his/her part of the work.
Organization Score	Began work promptly and finished the work on time.	Didn't start to work on time, but could finish the work on time.	Didn't start to work on time and consequently didn't finish the work on time
Presentation Score	Led the discussion. Participated confidently.	Participated in the discussion with some hesitation. Sometimes started the dialogue.	Almost no participation. Only answered when necessary and didn't expand ideas.
Total:	Comments:		

- 4 Work in groups. Use the information in the *Product Evaluation Rubric* and the *Self-Check* box to discuss your participation in the *Product*. Give each other feedback on how you can improve.

Self-Check

Write dialogues: Yes No

Used appropriate words and expressions

Used appropriate language to the audience and appropriate mobility and attitude

Unit 2 • 27

Class 10

Objective: Self-assess performance

Language: *The police chief is making a phone call.*

Self-Assessment

Have students turn to page 28. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their attitudes, their progress, and what they learned.

Evaluate Your Attitude

- 1 Invite students to reflect on their attitude in the classroom during the unit. Have them read the statements and grade each one of them. Encourage students to think about specific activities to answer the questions and to extend their answers by listing examples. You may want to ask students to share their results with a partner and give each other ideas on how to improve in the future.

Evaluate Your Progress

2 Individually, have students take out their *Evidence Portfolios* and look at their work. Encourage students to add any other work they want. Ask them guided questions: *Can you see progress in your work? How was your performance in the first activity compared to the last one?* Invite them to complete the statements in the *Evaluate Your Progress* section as honestly as possible.

Evaluate Your Achievements

3 Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the learning outcomes and use the scale to grade their learning. Motivate students to reflect on their progress. Invite them to think of strategies to improve their performance and give your suggestions. Ask them to reflect on the suggestions and create a plan for how to improve in the next unit.

Assessment

Photocopy *Assessment 2* on pages 162–163. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 180.

Self-Assessment

Evaluate Your Attitude

1 Think about the attitudes you showed in this unit and use the scale to evaluate yourself.

Excellent ← 5 4 3 2 1 → Needs improvement

I.	Grade	How can I achieve a better grade next time?
prepared for class.	<input type="checkbox"/>
turned in my work on time.	<input type="checkbox"/>
paid attention during lessons.	<input type="checkbox"/>
participated actively.	<input type="checkbox"/>
worked well with other students.	<input type="checkbox"/>
asked for help when needed.	<input type="checkbox"/>

Evaluate Your Progress

2 Look at the *Self-Check* boxes and your *Evidence Portfolio*. Add any other work you want to include in it and answer the questions.

a. How many activities did you collect from the *Evidence Portfolio*? _____

b. What other activities did you add as evidence?

c. Which activities were easy to complete?

d. Why?

e. What do you need to work on?

Evaluate Your Achievements

3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...	Grade	Reflection
understand the general sense and main ideas.		
write lines and dialogues.		
revise short silent films.		

28 • Unit 2

Suggested Evaluation Instrument: Anecdotal Notes

Use the following criteria, or similar ones, to write anecdotal notes that describe students' participation:

Writing: Appropriacy of register and format considering the target reader. Speaking: Grammar, vocabulary, and pronunciation.

You can use this format to record your notes:

Name: _____
Task: _____
Performance description: _____

Go to the *Marking Criteria* on page 182 for further information.

Class 1

Objective: Recognize routines

Language: *Young people spend at least two hours every weekday outdoors.*

About the Topic

Rest and Relaxation

Over the last few years in the United States, there has been growing concern about the need for people of all ages to become engaged in outdoor activities. This is a result of the inactivity crisis and the obesity epidemic that is sweeping the country. Outdoor recreational projects have been promoted to reconnect people with the outdoors. The objective is to improve mental and physical well-being as well as spending time with one's family. See www.outdoorfoundation.org.

Share What You Know

Write *The Most Popular US Outdoor Activities* on the board. Divide the class into groups. Ask students to write a list of the five outdoor activities they think are the most popular in the US. Monitor the activity, helping with vocabulary and spelling. Have a member from each group read aloud their activities. Write them on the board. Alternatively, project the Unit 3 images on the *Class CD*. Ask, *What do these images have in common? What is the topic of the Unit?* Write students' ideas on the board. Have students open the *Activity Book* to page 29. Have them discuss the questions in groups. Ask each group to report their ideas to the rest of the class.

Predict!

Have students open the *Reader* to page 29. Ask them to identify the title of the text: *Rest and Relaxation*. Have students tell you what type of text it is: *It is an informative text*. Ask students to look at the picture and

Unit 3

Share What You Know

- In groups, discuss the questions about free-time activities.
 - a. What are the people doing in the pictures?
 - b. Do you think free time is important? Why?
 - c. What types of activities do you do on a regular basis?
- Think about your performance and answer the question.
 - a. What language did you use to answer the questions?
 - b. Did you have any communication problems?



Free-Time Activities

Learn about Community Environment

Social Practice

- Exchange compliments, likes, and dislikes in an interview

Achievements

- Listen to and revise likes and dislikes in the dialogues of an interview
- Understand general sense and main ideas of dialogues
- Express compliments, likes, and dislikes in written and oral dialogues

Product: Dialogue about Likes and Dislikes

1. Make a free-time activities list of likes and dislikes
2. Make a list of questions about free-time activities
3. Create a dialogue about likes and dislikes
4. Present the dialogue



describe it in pairs. Divide the class into reading groups. Have them answer the prediction questions. Elicit answers from volunteers and write them on the board.

Read Silently

Have students open the *Reader*, pages 30–39. Have them read the text silently. Tell them not to worry about words they do not know. When they have finished, check their predictions on the board.

Comprehension Check

Have students work in reading groups. Ask students to answer the comprehension questions on page 40 of the *Reader*. Walk around the class and monitor students' work. If needed, refer students to the *Glossary* at the back of the *Activity Book*. Invite students from the different groups to share their answers with the class.

Answers: 1 a. F, b. T, c. T, d. F, e. F; 2 *Sedentary:* reading, watching TV, listening to music; *Active:* biking, walking, team sports; 3 *Answers may vary.*

Top Ten

Divide the class into groups. Have them draw up a list of the top ten free-time activities in their group. Invite students to share their answers and write a list on the board. Call out each activity and have

Identify and analyze routines

students raise their hands if they practice it. Write the number of students who practice each activity next to it and find the most popular one.

Class 2

Objective: Identify and analyze routines

Language: *Sixty-one percent of six-to nineteen-year-olds spend over two hours per day outdoors.*

Free-time Activities

Ask students the topic of the text in the *Reader* and write it on the board: *Free-time Activities*. Elicit what students remember about the text. Write the headings *Indoor Activities* and *Outdoor Activities*. Have students write items for each activity under the correct heading.

- 1 Have students open the *Reader* to page 30. Read the first sentence aloud. Invite a student to read the next sentence. Help students with pronunciation when necessary and have the class repeat difficult words. Ask a different student to continue with the next sentence, and continue around the class. Have students read pages 31–39 silently. Then ask comprehension questions about each page.

Page 30: *What do you like to do in your free time?*

Page 31: *What do young people do in their leisure time?*

Page 32: *Which outdoor activities are popular among young people in the US?*

Page 33: *What is the third most popular activity among eleven-to thirteen-year-olds*

Page 34: *What activities do young people enjoy doing?*

Page 35: *What are some sedentary activities?*

Page 36: *Who buys one-quarter of video games?*

Page 37: *Why is there concern about children using social networking sites?*

Reading Tip
Skimming
Read quickly to
find the general
topic.

- 1 Read the text "Rest and Relaxation" on pages 30–39 of your *Reader*.

- 2 Answer the questions about the text "Rest and Relaxation."

- a. What is the purpose of the interview?
- b. Where would you find an interview like this?

- 3 Find the numbers in the *Reader* and complete the graphic organizer.

61 one quarter three quarters 28 4 95.2



Young people spend some of their free time outdoors.

a. Sixty-one percent of six-to nineteen-year-olds spend over two hours per day outdoors.

b.

Young people also like playing video games.

a.

b.

The most popular free-time activity is watching TV.

a.

b.

- 4 Write the names of sports or activities that go with the verbs in the chart. Look at the *Reader*, pages 30–39.

Play	Do	Go
tennis	karate	swimming

- 5 Make a list of your favorite activities. Use the verbs *play*, *do*, and *go*.

- 6 Work in groups. Share your ideas and choose your top five free-time activities.

*What's your favorite activity? Doing karate
Me, too! Let's put that at the top of the list.*

- 7 Look at the *Self-Check* box and evaluate your participation in the discussion. Think of ways to improve.

Self-Check
Express likes and dislikes.

Use the words in the box to complete the sentences.

38 • Unit 3

Page 38: *How many hours do young people spend on homework a week?*

Page 39: *What do kids from different cultures have in common?*

- 2 Have students open the *Activity Book* to page 30. Draw students' attention to the *Reading Tip*. Have them answer the questions about the interview. Divide the class into pairs and have them compare their answers and reach an agreement.

Possible answers: a. To present information about popular free-time activities for young people. b. In a magazine.

- 3 Have a few students read the main ideas aloud. Ask them to tell you specific facts they can remember from the text in the *Reader* to support every main idea. Divide the class into groups of three. Encourage students to use the *Reader* to help them. Have them write sentences using the numbers in the box to complete the supporting ideas.

Answers: 1 b. Ninety-five point two percent of twelve-year-olds enjoy hanging out. 2 a. Under twelve-year-olds buy one-quarter of video games. b. Three-quarters of US twelve-year-olds play video games. 3 a. The average eight-to eleven-year-old spends twenty-eight hours per week watching TV. b. They spend four hours per week on homework.

4 Tell students to scan through the *Reader* pages 30–39, and find the nouns that correspond with *play, do, and go*. Write the verbs on the board and have students write their answers under the correct verbs.

Answers: *play:* soccer, basketball, football, video games; *do:* karate, gymnastics, sports; *go:* biking, jogging, walking, skateboarding, rollerblading, swimming, diving, snorkeling, to the movies

5 Have students make a list of their likes and dislikes, for the *Evidence Portfolio*, so they can use it in the future.

6 Divide the class into small groups and have them share their ideas and decide on their top free-time activities. Then ask them to get information from the other groups. Have them make a bar graph like the one on page 33 of the *Reader*. Encourage students to group words into thoughts to have a better flow in the speech.

7. Draw attention to the *Self-Check* box. Students may use the *Self-Check* box to evaluate their performance expressing likes and dislikes, and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Class 3

Objective: Describe habits and routines
Language: *Young people spend at least two hours every weekday outdoors.*

Think and Tell

Review the text in the *Reader*. Elicit the two types of leisure activities mentioned in the text: *Outdoors* and *Indoors*, and write them as headings on the board. Ask students what the text says about each of the types and write the information under the corresponding headings.

Describe habits and routines



- Underline the verbs in the sentences from the *Reader*, pages 30–39.
 - Young people spend at least two hours every weekday outdoors.
 - What do you like doing in your free time?
 - However, teens do not play these sports so often.
 - A typical young person today plays video games, watches television, goes to the movies, and uses computers for non-homework activities.
 - Do you practice any sports?
- In pairs, look at the sentences again and answer the questions.
 - How do we form questions and negative statements in the simple present?
 - What happens to the verb in affirmative statements in the third-person singular (he/she/it)?
- Complete the survey with the correct form of the verbs in the box.

not have play go do watch have



Free Time Survey

Q: What do you do in your free time?

A: I like to go to the movies and watch TV. I also like to play video games and go to the gym.

Q: How often do you go to the gym?

A: I go to the gym twice a week, on Tuesdays and Thursdays.

Product

- Form your *Product* group. Ask and answer questions about free-time activities you like doing. Make a personal list of likes and dislikes. Keep your list in your *Evidence Portfolio* for the product.

What do you do...? Do you like...?

- Mark (✓) what we use the simple present for.



Check What You Know

- To describe habits and routines
- Something we are doing now

Write the correct form of the verb in the box.

Unit 3 • 31

Third Person

Explain to students that we use the simple present for habitual actions, not the present continuous: *I play tennis on Thursdays*. Not *I am playing tennis on Thursdays*. Point out the importance of the *-es* on irregular verbs in the third person: *She goes skateboarding every week*. Not *She go skateboarding every week*. Also, explain that we do not contract the short affirmative responses: *Yes, I am*. Not *Yes, I'm*. However, in the negative we usually do: *No, I don't*.

- Ask students to open the *Activity Book* to page 31 and read the sentences. Ask them to work with a partner to underline the verbs in the sentences. Write the sentences on the board. Encourage students to go to the board and underline their answers.
Answers: a. spend; b. do, like, doing; c. do (not), play; d. plays, watches, goes, uses; e. do, practice.

- 2 Ask students to discuss the questions in pairs. Hold a class discussion.

Answers: a. We use the auxiliaries *do* and *does* for questions. *Do* for the subjects *I*, *you*, *we*, and *they*. *Does* for *he*, *she*, and *it*. We use *don't* and *doesn't* in negative sentences. *Don't* for the subjects *I*, *you*, *we*, and *they*. *Doesn't* for *he*, *she*, and *it*. b. We add *s* or *es*. When spelling verbs in the third person, we usually add *s*. For verbs ending in *y*, we add *ies*. Verbs ending in *s*, *z*, *ch*, *sh*, or *x* end in *es*. Exceptions: *have* and *has*, *go* and *goes*, *do* and *does*.

- 3 Tell students to complete the sentences. Have them check their answers with another student. Invite students to come to the board and write their answers. Ask students to practice the questions and answers in pairs.

Answers: 1) do, do; 2) play; 3) go; 4) Do, watch; 5) don't have; 6) have

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. It is also recommendable for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

- 4 In their *Product* groups, students make a list of the free-time activities they like doing. Students may use the survey from activity 3 as a reference to ask each other questions about their free time activities. You may want to support students by reminding them to use the *s* on the days of the week if they are describing a routine on a specific day. You could ask students to report a partner's free-time activities to practice third-person singular. Students keep their lists in their *Evidence Portfolio* for future reference.

- 5 Refer students to the *Check What You Know* box and have them answer the question. Students could compare answers with a partner and then compare with a classmate.

Answer: To describe habits and routines

Ongoing Assessment: List of Preferences with Likes and Dislikes

Use this activity to evaluate students' ability to

- recognize the types of sentences that express preferences.
- use dialogue to exchange experiences.
- share points of view.

Likes and Dislikes

Tell students to think of a friend, family member, or a famous person they know and write a few sentences about their favorite activities. Monitor the activity. Encourage peer correction of the texts. Select a few students to read their texts to the rest of the class.

Class 4

Objective: Express likes and dislikes

Language: *Do karate two or three times a week.*

Hangman

Divide the class into two teams. Play *hangman* using the names of activities from the unit. Tell one team to think of a word. Have one of their members come to the front of the class. Tell the student to draw a line for each letter of their chosen word. Have the other team guess the word by saying letters they think the word contains. If a letter is in the word, have the student write it on the corresponding line. If it isn't, have him or her begin to draw the picture of a hanged man on a gallows, one feature at a time. Award the team a point if they guess the word before the hanged man is completed. Have teams alternate writing and guessing words.

Cross-Curricular Physical Education

- 1 Have students open the *Activity Book* to page 32. Ask them to scan the text and answer the following questions: *What type of pyramid is it?* (An activity pyramid.) *What is it for?* (To show you what and how much physical activity you should do a week to be healthy and fit.) Ask students to read the information in the pyramid and circle the things they do.

Answers: *Answers may vary.*

- 2 Divide the class into small groups and ask students to tell their partners the things they do. Have them decide which member of the group has the most active lifestyle and which member has the least. Make sure they understand the different levels of the pyramid. For example, ask: *How often do you go skateboarding? How many times do they recommend you do this activity?*

Ongoing Assessment: Results Comparison

Use this activity to evaluate students' ability to:

- use connectors properly to link ideas.
 - give reasons to support their ideas.
 - include details in main ideas.
- 3 Have the same groups make a weekly planner of physical activity with the information in the pyramid. Have them include an activity from each level of the pyramid and how often they recommend doing it. Encourage them to make a weekly planner that is fun and doable for them. Ask them to give reasons why they should do more physical exercise. Ask one member from each group to present the group's ideas to the rest of the class. Encourage students to follow their plan. Ask them to put a check next to the things they really do the following week.

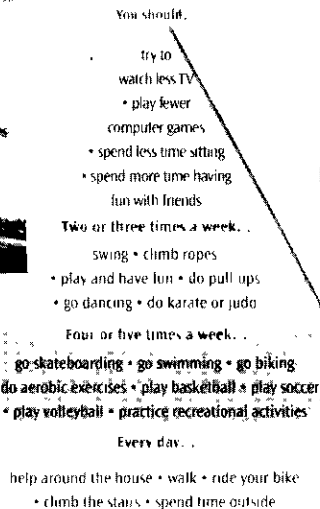
Express likes and dislikes

- 1 Read the pyramid and circle the things that you like to do.
- 2 In groups, compare your results. Decide who has the most active lifestyle.

THE ACTIVE PYRAMID

There are lots of reasons to get off the couch and start exercising! Playing sports and doing exercise improves health and fitness. It also helps you make friends and develops personal qualities like cooperation and competitiveness. Look at the activity pyramid and see how you can get more active. Think of more activities you can do!

1. 2. 3. 4. 5.



- With your group, make a weekly planner of physical activity. Use the information in the pyramid to help you.
- Decide on it and how much activity to do each day.
- Present your ideas to the class.
- Follow your weekly planner.

32 • U • 2

Class 5

Objective: Express compliments, and likes and dislikes in written and oral dialogues

Language: *Jess enjoys rollerblading.*

Game: Guess the Activity

Write free-time activities on slips of paper: *playing tennis, reading, watching TV, going to the movies*, etc. Invite a student to the front and give him or her a slip of paper. Tell the student to act out the activity, without saying a word. The first student to guess the activity correctly takes the next turn.

- 1 Have students open the *Activity Book* to page 33. Read through the *Listening Tip* with the class. Ask students to work in pairs and have them look at the pictures to provide the answers. Encourage volunteers to share their answers with the class. Inform students that they will listen to a dialogue and ask them to predict what it will be about, based on the pictures from activity 1.

Answers: a. Watching TV, watching a movie, rollerblading,

skateboarding, hanging out. b. Answers may vary. c. *Answers may vary.*

2 Explain to students that the dialogue is a radio interview. The interviewees are Jess and Scott, and they are talking about their free-time activities. Write the following pre-listening activities on the board: *How do you know who is the interviewer and who are the interviewees? When do they make a pause? How do you think that the interviewer knows when to ask the next question?* Play **Track 7** and have students answer the questions. Tell them to listen and check the activities Jess and Scott like doing.

Answers: Scott: hanging out with friends, watching TV; Jess: rollerblading, watching movies

Track 7

(See page 186.)

3 Read through the sentences with the class. Check that they understand what they are listening for. Play **Track 7** again and have students underline the correct options. Check answers as a class.

Answers: a. doesn't have enough, b. Scott, c. Jess, d. sometimes, e. a waste of time

4 Tell the class that they will listen to the interview again. Have them identify the parts of a dialogue. Explain that they should pay attention to the sequence.

Answers: a. 2, b. 3, c. 1

Track 8

(See page 186.)

5 Read the instructions out loud and have students look at the sentences. Play **Track 9** and have students number the sentences in the order they hear them.

Answers: a. 2, b. 1

Track 9

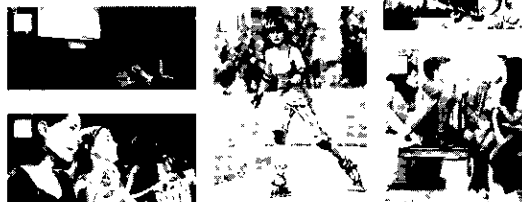
(See page 187.)

6 Have students practice saying the pairs of words with a partner. Ask students to identify which word their partner is saying.

Listening Tip
Before listening, read the questions.

Look at the pictures and answer the questions.

- a. What are the people in the pictures doing?
- b. Do you see doing these things? Why or why not?
- c. How often do you do them?



Listen **372** to the radio interview and mark the activities in the pictures that Scott (S) or Jess (J) like doing.

Listen again and underline the correct answers.

- a. Scott has to read? *Yes, I have enough free time.*
- b. Jess/Scott plays video games.
- c. Jess/Scott enjoys rollerblading.
- d. Jess *always* sometimes goes to the movies on the weekends.
- e. Jess thinks that watching TV can be *fun* a waste of time.

7 Listen **373** to the parts of the interview and number them in the correct order.

- a. Opening
- b. Body
- c. Conclusion

8 Listen **374** and number the sentences in the order you hear them.

- a. We're going to wash.
- b. We're going to wash.

9 In pairs, practice saying the words.

- a. ship, /ʃɪp/
- b. share, /ʃeə/
- c. watch, /wɒtʃ/
- d. watch, /wɒtʃ/

10 Work in pairs. Discuss if you like or don't like doing the things Scott and Jess enjoy.

11 Look at the **Self-Check** box and evaluate your use of language. Think of ways to improve.

Self-Check

Express compliments, likes, and dislikes in written and oral dialogues

1. I like to watch TV.

2. I don't like to watch TV.

3. I like to watch TV.

4. I don't like to watch TV.

5. I like to watch TV.

6. I don't like to watch TV.

7. I like to watch TV.

8. I don't like to watch TV.

9. I like to watch TV.

10. I don't like to watch TV.

7 Remind students of Scott and Jess from the audio. Divide the class into pairs, and tell them to discuss whether they share their likes and dislikes. Encourage them to give reasons.

8 Draw attention to the **Self-Check** box and read it with the class. Students will use the **Self-Check** box to evaluate their performance in the discussion with their classmates and think of ways to improve it. You may want to read the **Self-Check** box with the class.

Total Recall

Have students call out some free-time activities. Write a few on the board. Then have students write a list of all the activities they can remember in their notebooks. Set a time limit. Walk around the class, helping with vocabulary and spelling. Invite students to read aloud their lists. The winner is the student with the longest list.

Class 6

Objective: Express preferences and make compliments

Language: *Do you like watching TV? What do you prefer doing with your friends on the weekends?*

Game: Categories

Divide the class into pairs: students A and B. Have students A write five physical activities in their notebooks. Have students B write five sedentary activities in their notebooks. Tell students they must not show their list to their partner. Tell students B they have one minute to guess all the items on students A's lists. Tell students A to cross out each item on their list when students B guess it correctly. Then give students A one minute to guess all the items on students B's list. The student who guesses the most activities correctly in each pair is the winner. You can extend this activity with other categories or vocabulary areas: health problems, animals, countries, etc.

Common Problems

Students often confuse the use of the gerund or infinitive. Make sure students understand that in order to express likes and dislikes, verbs such as *like*, *love*, *hate*, and *prefer* are followed by a gerund. The exception here is *would rather*, which is followed by infinitive without *to*.

- 1 Have students open the *Activity Book* to page 34. Have them read the sentences and add the underlined words to the chart.
Answers: *Expressing likes:* a, c, i; *Expressing dislikes:* f, h; *Expressing compliments:* b, d, e, g
- 2 Have students read the first section of the activity, which contains the questions, and then the last one, which contains the answers. Have them match both parts to create a dialogue in pairs.
Answers: a. I like skateboarding, and I love

Express preferences and make compliments

- 1 Read the sentences from the interview on page 32 and add the underlined words to the chart.

- | | |
|---|--|
| a. I love hanging out with my friends. | f. I hate studying! |
| b. That is positive. | g. That's impressive. |
| c. I would rather be rollerblading in the park. | h. I can't stand studying either! |
| d. Wow, that's great! | i. I enjoy taking it easy with my friends. |
| e. Great job! | |

Expressing Likes <i>like, really like, prefer,</i>	Expressing Dislikes <i>don't like,</i>	Making Compliments
---	---	--------------------

- 2 Work in pairs. Match the questions and answers to create a dialogue. Then practice the dialogue.

- What do you like doing in your free time?
On Sundays, I love going to the movies.
- Why do you like soccer?
Because it is exciting, I can't stand slow sports.
- Who is your favorite team?
I enjoy action films, but I prefer comedies.
- How much time do you spend outdoors each week?
I like skateboarding, and I love soccer.
- When do you relax?
Ten to twelve hours. I'd rather be outside than inside.
- What types of movies do you like?
Barcelona. They're great. I hate Real Madrid!

- 3 Work in your *Product* group. Use your likes and dislikes list from your *Evidence Portfolio* to write questions about your group's regular free-time activities. Keep your questions in your *Evidence Portfolio*.

- 4 Use the *Self-Check* box to evaluate your questions. Think of ways to improve them.

- 5 Look at the activities on the page and answer the question.

Check What You Know

What words can we use to express likes and dislikes?

soccer; b. Because it is exciting, I can't stand slow sports.; c. Barcelona. They're great. I hate Real Madrid!; d. Ten to twelve hours. I'd rather be outside than inside; e. On Sundays, I love going to the movies; f. I enjoy action films, but I prefer comedies.

Product Step 2

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 3 Students work with their *Product* groups to write questions about their classmates' free time activities. Students could ask each other their questions to find out more about what they do in their free time. Students should keep their questions in their *Evidence Portfolio* for future reference.
- 4 Tell students to use the *Self-Check* boxes to evaluate their performance. If needed, you may want to encourage students to think of ways to improve and to use the *Grammar Reference* on page 111 of the *Activity Book* for further reference.

Exchange compliments, likes, and dislikes in an interview

- Have students work in pairs or groups and refer them to the *Check What You Know* box. Encourage them to look back at the activities in the class and have them answer the question.

Twenty Questions

Tell students you are thinking of a physical activity. Have students ask you yes/no questions about that activity: *Do you do this activity outside? Do you do it alone? Do you need equipment? Do you need a ball?* Have students guess the activity you are thinking of. The student who guesses correctly thinks of the next activity. Repeat with other students.

Class 7

Objective: Exchange compliments, likes, and dislikes in an interview

Language: *Many teenagers around this age enjoy different outdoor activities.*

Game: Fast Classifiers

Divide the class into teams. Tell them they have thirty seconds to classify the activities into *indoors* and *outdoors*. Have each team choose a volunteer to come up to the board and write as many free-time activities as they can. The team with the most correct answers wins the game. If time allows, you can repeat the procedure with different categories: *individual/teams, special equipment/no equipment with rules/without rules*, etc.

- Have students open the *Activity Book* to page 35. Ask students to read silently. Draw attention to the sections of the report. Divide the class into pairs and have them answer the questions.

Answers: a. Recommendations, b. Introduction, c. Findings

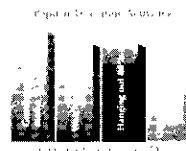
- Ask students to scan through the text and circle two words that express contrast. Ask them to tell you what ideas they are contrasting: *but* is contrasting

- Read the report and answer the questions.
 - Which section gives suggestions?
 - Which section states objectives?
 - Which section gives statistical information?

Introduction

In this survey, we asked seventh- and eighth-grade students at the school what free-time activities they enjoyed doing each day. Some teenagers around this age enjoy different outdoor or physical activities, but most spend a lot of time indoors doing sedentary activities. We make suggestions for using free time based on the results.

Findings



According to the questionnaire, the most popular free-time activity among teenagers at this age is gaming or using social media. Nearly 90% of teens do this every day.

However, watching TV and hanging out with friends are also popular activities (80%).

Only 40% of teens spend time outdoors each day. This can include anything from walking to school to participating in sports.

Recommendations

- Teenagers should have a balance of indoor and outdoor activities.
- Teenagers should be more active.

Conclusion

Many adolescents enjoy physical activities, but don't do them often enough.

In summary, young people should spend less time on computers and find ways to be more active in their free time.



- Circle two connecting words in the report that indicate contrast.

- List four popular free-time activities and interview some classmates about how often they do them.
- Use your findings to make notes under each heading. Write a report about free-time activities. Use the *Self-Check* box to evaluate your performance.

Introduction Findings Recommendations Conclusion

- In pairs, exchange and correct your reports. Use the *Self-Check* box. Write a final version and keep it in your *Evidence Portfolio* to evaluate your progress.

the number of people doing physical, outdoor activities and the number of people doing indoor, sedentary activities; *however* is contrasting hanging out with friends and doing team sports.

Answers: but, however

- Tell students they will interview their partners on free-time activities they do at home. First, have them decide on an objective for their report. Next, have them write three questions to gather information about activities they like and don't like on a separate sheet of paper. Have students stand up and ask their questions. Walk around the class and provide help with vocabulary and pronunciation. Remind students to group words into thoughts and pause between larger grammatical units to create a natural rhythm and more fluid speech. Tell them to keep their questions and sentences in their *Evidence Portfolio*.

Possible answers: What activities do you like doing in your free time? How often do you do this? How long do you watch TV every day?

Ongoing Assessment: Questions and Sentences

Use this activity to evaluate students' ability to

- make sentences using words that express likes and dislikes.
- ask and respond to questions.
- arrange sentences in sequence using connectors.

Unit 3

- Students will use the *Self-Check* box to evaluate their performance in the interview and think of ways to improve it. You may want to read the *Self-Check* box with the class.
- Students will work with a partner to check their reports. Pairs will create a final version and save it in their *Evidence Portfolio* so they can evaluate their progress later on. You may want to remind students to include likes and dislikes in their reports.

Ongoing Assessment: A Report of an Interview

Use this activity to evaluate students' ability to

- determine language register and compose sentences.
- use a variety of words and expressions.
- use proper connectors to indicate contrast.

Spelling Contest

Dictate the following words: *soccer, baseball, outdoors, sedentary, friends, popular*. Invite different students to write the words on the board. Ask the rest of the class if the words are correct. Make sure all the students participate in the activity.

Class B

Objective: Exchange likes and dislikes in a dialogue

Language: *When I play, I do what I like doing, not what I have to do.*

Game: Remember the Activity

Elicit different physical activities and write them on the board. Ask students to stand up. Tell the class a physical activity you do: *I go swimming*. Toss a ball to a student (alternatively, crumple a piece of paper into a ball). Tell the student to name a physical activity he or she does and toss the ball

Exchange likes and dislikes in a dialogue

- In pairs, look at the article and discuss what games are popular with children.

The Importance of Play

Do you remember when you were a small child? What games did you play? Kicking a ball, jumping rope, or creating an imaginary world? Experts agree that playing is important for children to develop into healthy adults. Here are five ways that play benefits children:

- Play helps children develop their own interests.
- When they play, children learn how to make decisions and solve problems.
- Children learn how to control their emotions, such as anger and fear, when they play.
- Play makes children make friends.
- Play makes children happy!

Play is not just for children, but for teenagers and adults as well. It helps us learn, it relieves stress, and it makes us more productive at school and at work. Play isn't a luxury—it is a necessity. So, when you have some free time, don't just sit and watch TV. Engage in some brain-stimulating play!



- Read the article and match the statements to the five benefits.

- Counting trees is a very fun thing!
- Children laugh and are when they play.
- When I play, I do what I like doing, not what I have to do.
- We make the rules for the game ourselves.
- We all enjoy playing. If somebody is not happy, we change the game.

- Read the list and mark (✓) the reasons to play.

- | | | |
|--------------|----------------------|----------------|
| a. To learn | c. To be with others | e. To compete |
| b. To create | d. To cooperate | f. To have fun |

- Work in your *Product* group. Take out your lists of questions and answers from your *Evidence Portfolio* and add more questions to it about play. *What games do you like? Why do you like them?*

Product

- Work with a partner from your *Product* group. Use your list of questions to create a dialogue about likes and dislikes. Keep your dialogue in your *Evidence Portfolio* for the product.

36 • UNIT 3

back to you. Repeat the information from the student and your own information: *Diego plays soccer. I go swimming*. Toss the ball to another student. Have that student repeat both your and the first student's activities and add one of his or her own. If a student is not able to remember information, have him or her sit down. Continue until all the class has participated.

- Have students open the *Activity Book* to page 36. Tell students to look at the picture in the article and think of games children like playing. Ask volunteers to come to the board and write them down. Tell them they cannot repeat the name of a game that is already on the board. Have students discuss different games in pairs. Invite students to use body language if they cannot find the words to name the games in English.

Answers: *Answers may vary.*

- Ask students to read the article and match the statements with the five benefits mentioned in the text. Encourage them to use the *Glossary* at the back of the book for unknown words. Check answers as a class.

Answers: a. 3, b. 5, c. 1, d. 2, e. 4

- Ask students if they have any other reasons why they play. Have them put a tick next to the reasons that apply.

Answers: *Answers may vary.*

Product Step 3

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- Students work with their *Product* group, using their list of questions they have created in previous classes. Students may come up with more questions about the importance of play and add them in their lists. Students should store them for further use.

Answers: *Answers may vary.*

- Students continue to work with their *Product* group to make notes to create a dialogue about likes and dislikes. You may want to remind students to use their list of questions for support if needed. Students should keep their notes in their *Evidence Portfolio*.

Class 9

Objective: Design a dialogue to discuss likes and dislikes

Language: *What do you like doing on weekends?*

Memory

Have the class stand in a circle with you.

Say a sentence: *In my free time, I like...*

Have the student on your right say his or her own sentence about his or her favorite free-time activity and add what you said: *In my free time, I like... and the teacher likes...*

Continue around the circle with students adding their own activities. For larger classes, divide students into smaller circles.

- With your *Product* group partner, decide which role each person will play (interviewer, interviewee), what the purpose of the dialogue is, and how many questions to include. Rehearse the dialogue.
- Use your notes in your *Evidence Portfolio* to present the dialogue about likes and dislikes. Remember that you have to achieve the purpose you defined for your dialogue. Use the *Self-Check* box to evaluate your dialogue.
- Use the *Product Assessment Checklist* to evaluate your work on the product.

Product Assessment Checklist

Group Presentation:

Check the following items you feel you successfully completed with your presentation.

Team Work:

- I collaborated with my partner.
- I was supportive and respectful to my partner.
- We shared the work equally.

Content:

- I followed the purpose of the dialogue.
- I used a variety of words and expressions.
- I fluently took turns to have a dialogue.
- I used clear verbal language to reinforce ideas.

Organization:

- I began work promptly.
- I had all the previous material needed at hand.
- I completed the work on time.

Complete the following statements:

- My strengths on this project were:
- My challenges on this project were:
- Changes I would make for the next project I will do are:

- Work in groups. Use the information in the *Product Assessment Checklist* to discuss your participation in the *Product*. Come up with a list of suggestions for future products.

Product Step 4

The students will finalize work on the Unit product in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

- Have students open the *Activity Book* to page 37. Students work with their *Product* groups to present their dialogue to the class. They may decide which role each student will play and the number of questions they will include. They will rehearse their dialogue within a time limit.
- Students present their dialogues to the class. You may want to remind them about the importance of achieving the purpose they set for their dialogues. Students may use the information they saved in their *Evidence Portfolio* as a guide. Draw attention to the *Self-Check* box and read it with the class. You might want to monitor and provide feedback as students use it to evaluate their dialogue.

Unit 3

- 3 Students can use the *Product Assessment Checklist* to evaluate their work during the product. They might then work together to come up with suggestions for how to improve their work for future products.
- 4 Students might need to read the *Product Assessment Checklist* before marking it. Then they may analyze their presentation individually or in small groups to see if they met the requirements.

Class 10

Objective: Self-assess performance

Language: *What do you like doing in your free time?*

Self-Assessment

Have students turn to page 38. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their attitudes, their progress, and what they achieved.

Evaluate Your Attitude

- 1 Invite students to reflect on their attitude in the classroom during the unit. Have them read the statements and grade each one of them. Encourage students to think about specific activities to answer the questions and to extend their answers by listing examples. You can have a class discussion for students to share their thoughts and ideas on how to improve in the future.

Self-Assessment

Evaluate Your Attitude

1 Think about the attitudes you showed in this unit. Choose the option that best describes you. Then answer the question.

During this unit, I...

	Always	Frequently	Rarely	Never
--	--------	------------	--------	-------

completed the activities in my book delivered tasks complete and on time participated actively.

was respectful to my classmates and teacher made my best effort.

Think of an example when you were respectful to your classmates or and teacher. How did it make you and others feel? Why?

Evaluate Your Progress

2 Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Grade your progress on the scale.

	Very good	Very poor
--	-----------	-----------

Quality of evidence
Extra evidence added
Self-Check grades
Improvement from previous unit

Evaluate Your Achievements

3 Choose from 1-3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment in the *Reflection* column.

3 - Perfectly 2 - OK 1 - With difficulty

I can...	Grade	Reflection
----------	-------	------------

- listen to and identify likes and dislikes in dialogues.
- understand the general sense and main ideas of dialogues
- express compliments, likes and dislikes.

Evaluate Your Progress

- 2 Individually, have students take out their *Evidence Portfolios* and look at their work. Encourage students to add any other work they want. Ask them guided questions: *Can you see progress in your work? How was your performance in the first activity compared to the last one?* Invite them to complete the statements in the *Evaluate Your Progress* section as honestly as possible.

Evaluate Your Achievements

3 Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the learning outcomes and use the scale to grade their learning. Motivate students to reflect on their progress. Invite them to think of strategies to improve their performance and give your suggestions. Ask them to reflect on the suggestions and create a plan for how to improve in the next unit. Propose suggestions for further development.

Assessment

Photocopy *Assessment 3* on pages 164–165. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 180.

Suggested Evaluation Instrument: Rubric

Use the *Rubric* on the right or a similar one to evaluate students' product. Go to the *Marking Criteria* on page 182 for further information.

Category	Inadequate (0–1 points)	Adequate (2–3 points)	Excellent (4–5 points)
Grammar and Vocabulary	Needs extra support in the use of correct grammar and vocabulary.	Hesitation in the use of correct grammar and vocabulary.	Accurate use of grammar and vocabulary depending on the situation.
Discourse Management	Needs extra help to be able to develop sentences.	Hesitates when developing sentences relevant to the task.	Logical development of sentences that are relevant to the task.
Pronunciation	Speech is difficult to understand most of the time.	Speech is sometimes difficult to understand.	Speech is easily understood.
Interaction	Needs extra support to follow a conversation.	Hesitates in a conversation.	Fluently follows a conversation.

Unit 4

Going Places

Class 1

Objective: Identify opinions that someone else said

Language: *Sue and her friends said that they were thinking of coming again next year.*

About the Topic

Vacation Camps for Teenagers

There is a great variety of camps offering vacations for teenagers in the US. There are local day camps that run courses on weekdays, usually between 8 a.m. and 6 p.m. They are action-packed, multi-activity courses. There are also residential camps during summer vacation, where students sleep over. These camps can run for seven days at a time from Saturday to Saturday. There are also camps that specialize in specific interests, such as art, tennis, dance, football, swimming, and science.

Share What You Know

Have students open the *Activity Book* to page 39. Have them discuss the questions in their groups. Ask students which types of vacations are the most popular. Draw a chart on the board with the following headings: *Vacation, Facilities, Activities, Why people like it, How to get there.* Write *beach* in the first column. Have students suggest ideas about beach vacations associated with each category. Make notes in the chart. Repeat with other types of vacation: adventure, camping, mountain, amusement park, etc. Alternatively, display the Unit 4 images on the *Class CD* to give students more ideas to complete the chart.

Unit 4

Share What You Know

- In groups, discuss the questions about vacations.
 - a. What kinds of vacations are popular in your country?
 - b. What plans do you have for your next vacation?
 - c. What does the perfect vacation consist of?
- Think about your participation in the discussion and answer the questions.
 - a. What language did you use to answer the questions?
 - b. Did you have any communication problems?

Going Places

Family and Community Environment

Social Practice

- Agree with others on a travel itinerary

Achievements

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

Product: An Itinerary

1. Create a comparative chart with places to visit
2. Make a list of suggestions for activities
3. Write details about the activities to create an itinerary
4. Present the itinerary

Predict!

Have students open the *Reader* to page 41. Ask them to identify the title of the text: *A Travel Brochure*. Ask students to look at the pictures on the title page and encourage them to make predictions: *What type of text is it? Who is the text intended for? What kind of information does it include?* Write students' answers on the board. Divide the class into reading groups. Have them discuss the prediction questions. Have students look at the picture on each page of the brochure to help them answer the questions. Invite students to share their ideas with the class.

Read Silently

Have students open the *Reader* to page 42. Have them read the text on pages 42–49 silently. Encourage them to use the glossary at the bottom of the pages, but tell them not to worry too much about specific words at this point. When they have finished, review their predictions on the board. Ask them if they would like to change any of the information on the board. Write the new answers next to the old ones.

Comprehension Check

Have students work in their reading groups. Ask students to answer the comprehension questions on page 50. Walk around the class and monitor students' work. Invite students from the different groups to share their answers with the class.

Answers: 1 (from top to bottom) c, d, e, a, b, f; 2 a. EA, b. AO, c. EA, d. AO, e. EA.; 3 *Answers may vary.*

Survival Kit

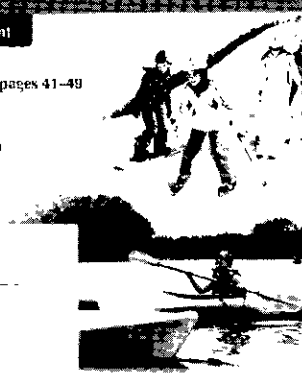
Write the following ten items on the board: *rope, flashlight, knife, insect repellent, water bottle, purifying tablets, mobile phone, camera, bandage, lighter.* Review each item and check comprehension. Tell students they can take just five items with them into the wilderness. Have them discuss in their groups the five items that they would take. Have each group share ideas and say why they chose specific items.

Class 2

Objectives: Listen and express pros and cons to come to an agreement

Language: *She told me the trip was an opportunity to relax.*

- Ask students the topic of the text and write it on the board: *A Travel Brochure.* Ask them what they can remember about it. Divide the class into reading groups. Have students open the *Reader* to page 42. Have students read silently. Have students identify words that are similar in English and Spanish and remind them to use the *Glossary* on page 117 of the *Activity Book*. Ask comprehension questions about each page.
 - Page 42: *Where does this experience take place?*
 - Page 43: *What types of things will you learn during the experience?*
 - Page 44: *Why do you need a good level of fitness to go on this vacation?*
 - Page 45: *What does Alice mean when she says "reconnect with nature"?*
 - Page 46: *How has Sue Williams benefitted from the experience?*



Place: _____
Activities in the summer: _____
Activities in the winter: _____
Safety requirements: _____
Facilities: _____
Contact details: _____

Work in pairs. Write three of your favorite activities from the brochure in the Reader. Explain.

- _____
- _____
- _____

Read the sentences from the Reader. Complete the definitions with the prefixes in the box. Take the opportunity to *disconnect* from modern life. All courses are designed to *reconnect* you with nature.

re- dis-

- The prefix *re-* means *again*.
- The prefix *dis-* means *out of* or *away from*.

Attach the correct prefixes from activity 4 to the words below.

- try _____
- like _____

In groups, discuss how adventure vacations differ from traditional vacations. Say which you prefer and why.

Look at the Self-Check box and evaluate your participation in the discussion. Think of ways to improve.

Vocabulary Tip
re- means "back" or "again."
dis- means "opposite" or "away from."
re- + *dis-* = *re-* + "opposite" = "back to the original state."
re- + *dis-* = *re-* + "away from" = "back to the original state."
re- + *dis-* = *re-* + "opposite" = "back to the original state."
re- + *dis-* = *re-* + "away from" = "back to the original state."

40 • **Unit 4**
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

Page 47: *What activities can you do in the winter months?*

Page 48: *How are the facilities "eco-friendly"?*

Page 49: *How can you get more information?*

- Ask students to open the *Activity Book* to page 40. Have them work in pairs to complete the fact file. Tell them to use the *Reader*, pages 41–49, as necessary to remember details. Review answers with the class.

Answers: *Place:* Algonquin Park in Canada; *Activities in the summer:* tracking, kayaking, shamanism, constructing shelters, starting fires; *Activities in the winter:* dog sledding, skiing; *Safety requirements:* good level of fitness, inform about diet restrictions or allergies; *Facilities:* cabins, camping, showers; *Contact details:* www.survivalvacations.com, 1 (800) 953-3344.
- Have students work in pairs. Additionally, have them write in their notebooks a list of ideas that support their choices. Invite them to share their opinions with the class. Write some of the answers on the board.

Encourage the class to give feedback about how well the explanations support the choices they made. Praise those who give respectful feedback.

Answers: Answers may vary.

Ongoing Assessment: List of Ideas and Proposals

Use this activity to evaluate students' ability to

- defend ideas building arguments.
- negotiate ideas and proposals.
- share points of view.

- 4 Draw attention to the *Vocabulary Tip*. Write the word *happy* on the board. Ask the class what the opposite of *happy* is. Add *un* to *happy* (*unhappy*) and highlight the *un* (a different color or underlined). Explain that this is a prefix and that it changes the meaning of the base word. Have students think about the prefixes in activity 4 individually. Review answers with the class.

Answers: a. re-, b. dis-

- 5 Elicit ideas to define what a prefix is: a letter or group of letters that is added at the beginning of a word to change its meaning. Do this activity with the whole class. Write the words on the board. Invite students to provide an example sentence using these words and write them on the board. Ask students to use their dictionaries to find more examples of words using these prefixes.

Answers: a. retry, b. dislike

- 6 Have students work in groups to discuss how adventure vacations are different. Ask groups to take notes. Tell them to include a chart with advantages and disadvantages of adventure vacations. Encourage them to give reasons why they prefer a particular type of vacation.

Ongoing Assessment: Expressing Preferences

Use this activity to evaluate students' ability to

- support reasons of proposals and ideas.
- use appropriate connectors to link ideas and build arguments.
- talk clearly and loud enough.
- interpret and use body language.

- 7 Draw attention to the *Self-Check* box and read it with the class. Explain that students can use it to evaluate their participation in activity 6 by writing a tick next to the requirements they met. They may work together to come up with suggestions for how to improve.

Class 3

Objective: Report opinions about destinations

Language: *He said that he could do lots of activities.*

Think and Tell

Review the text from the *Reader*. Elicit different activities discussed in the text and write them on the board. Ask students what skills they can learn from each of these activities and why they are important for survival.

Common Problems

A common problem students have is remembering that with the reporting verb *said* you do not need to include who is being spoken to: *She said she was happy*, whereas the verb *told* requires this information: *She told me (that) she was happy*. For purposes of teaching reported speech, we usually say that *would* is the past tense of *will*, and *could* is the past tense of *can*.

- 1 Ask students to open the *Activity Book* to page 41. Have students work individually. Tell them to look at the direct and reported sentences and answer the questions. Have them check their answers with a partner. Review answers with the whole class.

Answers: loved, could, would, was

Report opinions about destinations

Observe in Context

Draw a chart on the board with the headings *Direct speech* and *Reported speech*. Have students copy the chart into their notebooks. Divide the class into four groups. Have students open the *Reader* to page 45. Elicit the name of the section: *According to Our Guests*. Ask students to identify examples of reported and direct speech and tell them to write them in their charts. Ask the class to read aloud their examples and check answers with the whole class.

2 Have students work individually and then compare their answers with a partner. Have individual students write the examples of reported speech in the chart on the board.

Answers: a. would; b. could, was; c. was

3 Draw students' attention to the *Learning Tip*. Have students complete the sentences individually. Then divide the class into pairs. Have students read the direct and reported statements out loud to each other. Check answers with the class.

Answers: a. he would go, b. said (that) she was afraid, c. said (that) he could help

4 Have students make statements about places they know and write them on the board. *Juan: Oaxaca is sunny. Julieta: Mexico City is busy.* Ask individual students to report the statements. *Juan said that Oaxaca was sunny. Julieta said that Mexico City was busy.* Have students repeat the activity in pairs with more sentences.

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. It is also advisable for students to work with different partners from unit to unit. It is important to remind students that they will continue using the materials they produce for the following steps and that they need to elect a person who is responsible for the group materials.



1 Look at the sample sentences from the *Reader* pages 41–49 and underline the verbs that change.

Direct: I love adventure vacations.

Reported: She said that she loved adventure vacations.

Direct: I can do many activities.

Reported: He said that he could do many activities.

Direct: I will visit again.

Reported: She said that she would visit again.

Direct: It is a fantastic place.

Reported: She said that it was a fantastic place.

2 Underline the correct options to report the sentences.

a. I will enjoy it.

She said that she *will/would* enjoy it.

b. I cannot believe how easy it is.

She said she *can/could* not believe how easy it *is/was*.

c. It is a great way to reconnect with nature.

He said it *is/was* a great way to reconnect with nature.

3 Report the sentences.

a. I will leave tomorrow. He said _____.

b. She is afraid of flying. _____.

c. I can help you pack. _____.

4 Work in pairs. Make a list of places your partner and you have visited. Ask your partner his or her opinion about some of the places.

5 Form your *Product* group. Consolidate information in a chart about different vacation spots. Make notes of pros and cons of the places you like most. Keep your chart in your *Evidence Portfolio*.

Maria said that Acapulco was fantastic.

b Look at the activities on page and answer the questions.

Check What You Know

1. What is the past tense of *will* and *can*? _____

2. Why do we use reported speech? _____

Learning Tip
Reported Speech
The reported speech
will take the
form of a
statement. The
verb will
change.

Product

5 In their *Product* groups, students create a comparative chart with places to visit. Students might use places from the list they made with a partner, or they can use other places. Students incorporate notes on pros and cons of the places in their comparative chart. If students want to know more about the places they want to include in their charts, you might allow them to do research in the library or on the Internet. Students keep their charts in their *Evidence Portfolio* for future reference.

6 Have students read the activities on the page. Ask them to answer the questions about reported statements. Encourage them to swap books to make corrections and give constructive feedback.

Chinese Whispers

Have the class stand in a line. Whisper a statement to one of the students: *Mexico City is a great place to visit.* Have the student whisper the sentence to the next student and so on until the end of the line. Have that student report the sentence back to you: *She/He said (that) Mexico City was a great place to visit./You said (that) Mexico City was a great place to visit.* Repeat the activity several times using different statements.

Class 4

Objective: Recognize arguments to make decisions

Language: *Well, I'd love to relax for the weekend.*

Tell the Teacher

Invite two students to the front of the class. Ask one of the students to tell the other what he or she likes to do on vacation. Ask the first student to report what he or she said: *She/He said (that) she/he liked going to the city.* Repeat the activity with other students. Correct any mistakes by writing the correct language on the board.

1 Have students open the *Activity Book* to page 42. Divide the class into pairs. Tell them to look at the advertisement, skim it quickly, and discuss what they think it is about. Invite students to share their ideas with the class.

Answers: *Answers may vary.*

2 Explain to students that there are phrases that can help us identify the opinions of speakers. For example: *Yes, definitely!* Ask if they know of any other examples and write them on the board. Tell the class they are going to listen to a family talking about a vacation break. Play *Track 10* and have students identify which types of vacations the family decides on.

Answers: a, b

Track 10

(See page 187.)

3 Have students read the instructions and give them time to read the opinions. Point out that some of the opinions are shared by more than one person. Play the track again and have students write whose opinions they are. Review the answers with the class.

Answers: a. S; b. M; c. F; d. M, S, D; e. F

4 Draw students' attention to the *Pronunciation Tip*. Play *Track 11* and have students complete the activity.

In pairs, look at the advertisement and discuss what it is about.

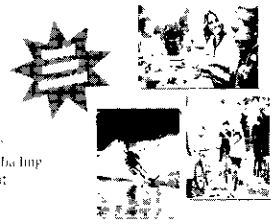
- Yoga, massage, and spa
- 2 nights

- Horse-riding, cycling, and sauna
- 3 nights

- Tennis, gym, and sauna
- 2 nights

- Kayaking and water skiing
- 2 nights

- Paint balling
- 1 night



Listen to a family asking about vacations. Circle the types of vacations the family asks about.

- a. tennis vacations b. water sports c. paintballing d. water skiing

Listen again and write who each of the opinions belongs to: the son (S), the father (F), the mother (M), or the daughter (D). More than one answer is possible.

- a. I think that a yoga vacation is a bad idea.
 b. I think she would like kayaking, but not water skiing.
 c. I think horse-riding is a good idea.
 d. I think that the father is a very nearby.
 e. I don't think the vacation is a very good at first, but it might be great.

Listen to the sentences and decide which of the underlined sounds is stressed in each one. Write *1st* or *2nd* at the end of the sentences.

- a. Yes, I'd like to go to kayaking, too!
 b. Rounding and of a forest stretching people in the way of a fan.
 c. I have the best plan to be at you if you are in.
 d. I can't ask for more details.
 e. It's the fun to wish you yes.

Work in your *Product* group. Decide on a vacation from your chart of vacation spots. Share your answers with the class.

Look at the *Self-Check* box and evaluate your use of language. Think of ways to improve.

Check answers with the class. Play the track again and pause after each sentence. Have the class repeat each sentence out loud, paying attention to the stress.

Answers: a. 2nd (*too*); b. 1st (*for*); c. 2nd (*you*); d. 2nd (*more*); e. 2nd (*two*).

Track 11

(See page 187.)

5 Divide the class into their product groups. Have each group choose one of the vacations from their chart in their *Evidence Portfolio*. Ask volunteers to share the vacations they chose with the class.

6 Refer students to the *Self-Check* box and read it together. Explain to students that they can use it to evaluate their participation in activity 5 by writing a tick next to the requirements they met.

Stressed Words

In English stress occurs at regular intervals. The words that are most important in the message, such as main verbs, nouns, adjectives, and adverbs, are normally stressed in connected speech. Parts of speech such as auxiliary verbs, pronouns, articles, connectors, and prepositions are not usually stressed. When saying unstressed words in natural speech, it can sound as if you are running the words together.

Give arguments to make decisions

Ongoing Assessment: Notes on Data and Information That Support Proposals and Ideas

Use this activity to evaluate students' ability to

- support ideas with data.
- analyze proposals.

Report the Opinions

Refer students to the opinions expressed in activity 3. Use the first one as an example: *The son thinks that a yoga vacation is a bad idea.* Elicit from the class an example of direct and reported speech in this case: *I think a yoga vacation is a bad idea* (direct). *He said that he thought a yoga vacation was a bad idea* (reported). Have students work in pairs to do the same with the other opinions. Walk around the class and monitor the activity.

Class 5

Objective: Give arguments to make decisions

Language: *No, thank you! I'd prefer to go horse riding.*

Name the Vacation

Describe the activities that you can do on a certain type of vacation, but do not name the vacation type: *You can have a massage and do yoga.* Have students raise their hands to name the vacation type: *Relaxation!* Repeat the game with other vacation types: adventure, winter sports, fitness, city breaks, etc.

Common Problems

The most common problem for language learners when using idiomatic or fixed expressions is knowing which expressions are appropriate for different contexts. For example, *Hang on a minute* is very informal, while *I'd prefer...* can be used in both formal and informal situations. It is also important students realize that the *'d* in *I'd love* and *I'd prefer* is the contraction for *I would*.

- 1 Read the sentences in the boxes from the conversation on page 42. Decide on the correct heading for each box.

Decisions Uncertainty Preferences

A
Hmm. I'm not sure.
Hmm, maybe.
Hang on a minute.
I don't know.

B
I'd love to relax for the weekend.
We could try waterskiing and kayaking!
I'd like the ocean view.

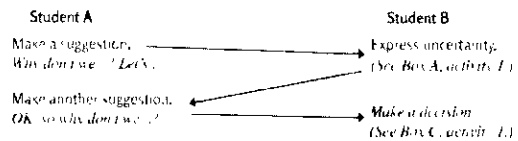
C
I'll call and ask for more details.
I don't want to go paint-balling.
I'll ask them about instructors.
Let's go paint-balling!

- 2 Number the sentences in the correct order to create a dialogue.

- 1 Can we go camping this weekend?
OK, that's a good idea. I'll pack our boots!
Hmm, I'm not sure.
Hang on a minute! I can't swim!
Oh! Then we can go walking in the mountains.
Oh, come on! We could camp by the lake and swim.



- 3 Work in pairs. Make a decision about one of the vacations in the advertisement on page 42. Use the notes to guide you.



- 4 Work in your **Product** group. List suggestions about activities you can do at the vacation spots in your chart. Keep your work in your **Evidence Portfolio**.
- 5 Look at the activities on this page and answer the questions. Use the **Self-Check** box to check your progress. Think of ways to improve.

Product



Check What You Know

- 1 Which phrases do we use to talk about future possibilities?
- 2 Which phrases do we use to express decisions?

- 1 Ask students to open the *Activity Book* to page 43. Read the sentences in the boxes and check comprehension. Have students work in pairs to decide which group of sentences indicates every function.

Answers: A. Uncertainty, B. Preferences, C. Decisions

- 2 Give students a few minutes to complete the activity. Check answers with the class. Ask students to work in pairs and practice the dialogue. Invite pairs to role-play the dialogue in front of the class.

Answers: (from top to bottom) 6, 2, 4, 5, 3

- 3 Divide the class into pairs. Remind students of the language used for making decisions and when and how to use modal verbs such as *would*, *could*, and *will*. Draw attention to the more informal phrases in box A from activity 1 for expressing uncertainty and tell students to include them when they can. Monitor, helping with vocabulary when necessary. Have students practice their dialogues in pairs.

Product Step 2

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- Students use the comparative chart they saved in their *Evidence Portfolio* to list suggestions for activities. They can add a column of suggestions for activities to do in the vacations spots or otherwise list their suggestions. If necessary, you may support students by brainstorming a few possible suggestions and writing them on the board. Students save their work in their *Evidence Portfolio* for future reference.
- Draw attention to the *Self-Check* box and read it with the class. Explain to students that they can use it to evaluate their participation in activity 6 by writing a tick next to the requirements met. They may work together to come up with suggestions for how to improve. Then, students will read the activities on the page. You may want to ask them to read the questions on the *Check What You Know* box. Encourage students to share their answers with the class.

Agree to a Vacation

Have pairs perform their dialogues from activity 3 for the class. Encourage students to give feedback and make suggestions.

Class 6

Objective: Seek and consult information

Language: He told us he was "totally embarrassed" to work for Sky Airways.

Report the Song

Tell students they are going to listen to the song "I've Been Around the World" again. Play *Track 12*. Ask students what the song is about. Help them to remember it: *A girl who has traveled around the world and all the things she has done and seen.* Play *Track 12* again. Encourage students to tell you the activities mentioned in the song. Write the activities on the board as a reference. Tell students to work in pairs to report one or two things that the singer tells us in the song: *She said that she had been around the world.* Invite different ideas from the class.

Track 12

(See page 187.)

- Have students open the *Activity Book* to page 44. Tell them to look at the texts and to say what type of text they are: *blogs*. Ask students why people write blogs and if the language is likely to be formal or not. Tell students to skim each text for the main idea and not to worry about understanding every word.

Seek and consult information

- Read the travel blogs in groups. Compare the texts. Think of the things that could go wrong on a vacation and propose ways to improve it.
- Work in groups. Answer the questions.
 - What did John do during his first few days in Australia?
 - Why did the local people think John was strange?
 - What different animals did John see in Australia?
 - Why did Jen think her trip was going to be bad?
 - Why was Stan embarrassed?

Australia

Our first few days in Australia were too hot (high 30s), so it was a very sweaty start. We spent our first few days looking around Sydney, taking in the amazing Opera House, Harbor Bridge, and all of the city center. We saw hundreds of large bats, which were pretty amazing. All the locals probably thought we were very strange because we were looking at the trees for hours!

After a few exhausting days, we caught the train to the Featherdale Wildlife Park. There, we saw koalas, hundreds of Australian birds, and some gorgeous kangaroos and wallabies. We had an awesome day meeting the local wildlife.

John Morrow 18

Travel

PHILADELPHIA TO MIAMI

I knew it was going to be a bad trip because we were sitting on the runway in Philly for two hours. When we arrived in Miami (two hours late), the scene was total chaos: about fifty people on our flight lost their bags!

The terminal was full of unclaimed luggage, so you could not move. Sky Airways had only one person working at the lost luggage counter. Stan (the guy at the counter) was very nice. He told us he was "totally embarrassed" to work for Sky Airways. Luckily, we were at the front of the line, so we only ended up waiting for an hour to file a claim.

Jen Jones, 20

- Work in groups. Compare the travel experiences in the blogs.

Make notes.

 - How would you feel in each situation?
 - What would you do?

44 • Unit 4

- 2 Have students work in pairs to answer the questions. Review answers with the class.
Answers: a. He looked around the city, taking in the amazing Opera House, Harbor Bridge, and the city center. b. Because he looked at the trees for hours. c. Bats, koalas, hundreds of Australian birds, kangaroos, and wallabies. d. Because they sat on the runway in Philadelphia for two hours while waiting for the plane to take off. e. Because the plane had arrived two hours late, about fifty people had lost their bags, and Sky Airways had only one person working at the lost luggage counter.
- 3 Ask students to imagine how they would feel if the airline lost their luggage. Elicit a variety of ideas from the class: tired, worried, panicked, upset, angry. Divide the class into groups to discuss how they would feel in the situations described. Encourage them to use phrases that show agreement or uncertainty. Tell them to use body language to convey their agreement or disagreement. Walk around the classroom and monitor the activity.

Class 7

Objective: Agree with others on a travel itinerary

Language: *You'll enjoy great views and eat delicious fish dishes.*

Types of Text

Have students look at the text *A Travel Brochure* in the *Reader*, pages 42–49.

Ask students the intended purpose of a brochure (to give information about holidays, products, etc.) and get them to say the type of information that you will find in it. Ask them where they can find brochures (vacation resorts, hotels, museums), the type of information they may contain, and how it might be organized.

- 1 Ask students to open the *Activity Book*

to page 45. Have students identify the different activities of the itinerary. Ask them to complete the chart with information from the brochure. Invite individual students to write the answers on the board. Have students work in pairs to share their opinions about the activities.

Answers: (from top to bottom, left to right) free; \$10; hiking, walking, wildlife watching; free; eating; \$15; sightseeing, wildlife watching, cliff-walking, picture-taking; \$5

- 2 Have the class continue working in pairs. Ask them to copy the chart on a separate sheet of paper and add the other activities from the brochure in activity 1. Tell them to look at the example. Have them keep their charts in their *Evidence Portfolio*.

Ongoing Assessment: Comparative Chart

Use this activity to evaluate students' ability to

- use graphic material to compare ideas and opinions.
- express pros and cons to reach an agreement.
- give feedback.

Agree with others on a travel itinerary

Read the brochure and complete the information in the itinerary below.

Vancouver North Shore Day Trip

Would you like to spend a day with nature? Enjoy a day trip to the North Shore of Vancouver. The pickup is at 9:30 at your hotel.

Grouse Mountain Sky Ride

The view of Vancouver is incredible! Sightseeing, wildlife watching, cliff walking, and picture taking are only a few things you can enjoy at the Refuge for Endangered Wildlife. Admission: \$5 (minimum 3 hours)

Capilano Fish Hatchery

Learn all about salmon from knowledgeable experts. Enjoy a special meal. You can also take a boat ride on the Capilano River. Admission: \$10 (minimum 2 hours)

Capilano Suspension Bridge

There is a lot to do: hiking, walking along the Treetops Trail, and wildlife watching. Open until 8 p.m. during the summer season. Admission: free (minimum 1.5 hours)

Dundarave Pier Restaurants

Eat in west coast style in the beachside patio. You'll enjoy great views and eat a delicious fish buffet. \$15 per person (maximum 2 hours).

Self-Check

Compare proposals
 • Subgroups or individuals
 • Present proposals
 • Listen to others
 • Agree on a plan
 • Monitor and evaluate progress
 • Adjust as needed

Time	Location	Activity	Cost
9:00	Residence Inn Hotel	Pickup	
10:00	Capilano Fish Hatchery	Tour, take pictures	
11:00	Capilano Suspension Bridge		
12:30	Dundarave Pier Restaurants		
14:30	Grouse Mountain Skyride		
17:30	Meet at meeting point to Hotel	Relax in transit	free

- 2 Look at the example in the comparative chart. Copy the table in your notebook and add the rest of the activities from the Vancouver North Shore Day Trip.

Activities	Pros	Cons	Cost/Time
Grouse Mountain Sky Ride	Fantastic views, cheap	Long (3 hours)	\$5 for 3 hours

- 3 Complete the chart using the information in the brochure and your own ideas. In pairs, exchange and correct your work using the *Self-Check* box.
- 4 Write a clean version of your comparative chart. Keep it in your *Evidence Portfolio* to evaluate your progress.

Unit 4

- 3 Walk around the class and make sure students are filling in the chart with correct and relevant information. Monitor the activity and encourage students to add their own ideas about pros and cons. Write the following questions on the board to make sure they have covered all the relevant information: *What's the location? What activities can you do? Why are the activities fun/interesting/useful? How much time/money do you need? Is the order of the activities important?* Allow time for each pair to discuss similarities and differences between the activities presented. Have students work in pairs. Tell students to exchange their charts. Refer them to the *Self-Check* box and read it with the class. Explain to students that they can use it to evaluate their work by writing a tick next to the requirements they met.

Answers: *Answers may vary.*

- 4 Tell students to write a final version of their chart based on their classmates' comments and suggestions. Encourage them to enhance it by using color pens or adding pictures to it. Check students' work and correct any grammar and spelling mistakes. Have them keep their charts in their *Evidence Portfolio*.

Gallery Walk

Display the itineraries from activity 1 around the classroom. Allow students time to walk around the class and look at the itineraries. Take a class vote to decide which day trip students would most like to go on. Invite the designers of the top three itineraries to the front to answer any further questions about their day trips: *How long is the trip for? What do I need to bring with me?*

Class 8

Objective: Organize agreements showing assertiveness

Language: *Where would you like to go in the future?*

"I've Been Around the World"

Tell students they are going to listen to a song about a world traveler. Play *Track 12* and encourage students to take notes about what they are listening to. Have students share their notes and write the most relevant ones on the board. Ask them to help you to organize the activities that refer to the past and the future: *Last year. Next time.* Play the track again and have students discuss and tell what the song is about. Write their conclusions on the board.

Track 12

(See page 187.)

- 1 Ask students to open the *Activity Book* to page 46. Divide the class into pairs. Play *Track 12* again and ask students to discuss and answer the questions. Play *Track 12* one more time and allow students time to check their answers.
Answers: a. Traveling, dancing, and seeing a shark; b. Spain and Italy; c. Learned languages, bought a fancy hat, snorkeled, swam, skied, saw a coral reef
- 2 Students will work in their *Product* group to review the activities listed in the chart they saved in their *Evidence Portfolio*.
- 3 Students will work individually to choose three places and write details about them in the graphic organizer. They can use the one in the book, or adapt it for the information they want to include. Students can use the brochure on page 44 as a model.
- 4 In their *Product* groups, students will compare the details they recorded in their graphic organizers. Students can make suggestions and review pros and cons. Students should be respectful of their group members' ideas. You may support students by helping initiate ideas.
- 5 Students will work in their *Product* group to create an itinerary based on the details about the activities in their graphic organizers. Students can use the chart on page 45, or adapt it to include additional information. They can use the itinerary on page 44 to help them.

Product Step 3

Students will continue work on the Unit product in this class, so they should work with the same product group. It's

Organize agreements showing assertiveness


important that students bring the materials from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students participate or to help facilitate group collaboration.

- 6 Students check their itineraries. They might exchange their itinerary with another group and help each other check. Students may offer suggestions for how the other group can improve its itinerary. After the groups receive their itineraries back, each group can write a clean version. Students keep their itineraries in their *Evidence Portfolio* for future reference.

Ongoing Assessment: List of Agreements

Use this activity to evaluate students' ability to

- compare ideas and proposals.
- enlist proposals.
- take notes of data to support ideas.

- 1 Listen  and answer the questions.
 - What things did the traveler do at a specific time in the past?
 - What will the traveler do in the future?
 - What other experiences has the traveler had?
- 2 Work in your *Product* group. Take out your *Evidence Portfolio* and look at the list of activities you want to do.
- 3 Individually, choose three places and write details about them. Use the brochure on page 45 as a model.

Place 1:	Place 2:	Place 3:
Details:	Details:	Details:

- 4 Compare details with your *Product* group. Make suggestions and look at pros and cons.
- 5 In your *Product* group, create an itinerary based on your notes and discussions. Use the itinerary on page 45 as a model.

Time	Location	Activity	Cost
------	----------	----------	------

Product

- 6 Check your itineraries and write a clean version. Keep the itinerary in your *Evidence Portfolio*.

46 • Unit 4

Class 9

Objective: Make an itinerary

Language: *Would you like to spend a day with nature?*

Connectors

Divide the class into groups of three or four. Tell them to open the *Activity Book* to page 46 and look at the blogs from the last class. Give them five minutes to find connectors that we use to express reasons (*because*) and results (*so*). Ask groups to describe the reasons and results the connectors refer to in each blog. Have students share their ideas with the class.

Product Step 4

The students will finalize work on the Unit product in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

- 1 Ask students to open the *Activity Book* to page 47. Students work with their *Product* groups to present their itineraries to the class. They will rehearse their presentation within a time limit. Then they present their itinerary to the class.
- 2 You may want students to take notes about their classmates' presentations. They could also ask questions if they need to.
- 3 Groups present their itinerary. Then they can decide which itinerary they found the most interesting. Students may share their opinions with a different group before sharing with the whole class.
- 4 You may want to read the *Group Evaluation* box with the class instead of having them read individually. They can use the *Group Evaluation* and the *Self-Check* box to evaluate their performance in the product by writing a tick next to the requirements they met. Students can then work together to come up with suggestions for how to improve for future products.
- 5 Students can work in groups to compare the information in their *Group Evaluation* and discuss their results. They then can think of suggestions to improve their work in future products.

An Itinerary
**Step 4
Product**

- 1 Present your itinerary to the rest of the class.
- 2 Make notes about your classmates' presentations. Ask questions about anything you are unsure about.
- 3 Decide which itinerary you found the most interesting and why.
- 4 Use the *Group Evaluation* and the *Self-Check* box to evaluate your work on the *Product*.

Group Evaluation

Write the number that best describes your group's performance during this product.

4 = excellent 2, 3 = OK 1 = needs improvement

- a. Our group was able to agree on all tasks and assignments.
- b. Our group was organized and had all the previous material needed.
- c. Our group was able to figure things out without a lot of help from the teacher.
- d. Our group shared the work equally among group members.
- e. Group members participated in the discussion of the itinerary publicly.
- f. Group members helped each other.
- g. Group members stayed on task and completed their assignments on time.
- h. Everyone in the group participated on the final presentation.
- i. Everyone in the group presented the itinerary fluently.
- j. Our group delivered high-quality work.

My group did well at _____

My group needs to work at _____

Self-Check

Express pros and cons

Used appropriate expressions to express my opinions.

Used appropriate language to my audience.

Used appropriate interaction and body language.

Score: /40

- 5 Work in groups. Use the information in the *Group Evaluation* to discuss your participation in the *Product*. Come up with a list of suggestions for future products.

Class 10

Objective: Self-assess performance

Language: *He said that he would love the boat trip.*

Self-Assessment

Have students turn to page 48. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their attitudes, their progress, and what they learned.

Evaluate Your Attitude

- 1 Invite students to reflect on their attitude in the classroom during the unit. Have them read the statements and grade each one of them. Encourage students to think about specific activities to answer the questions and to extend their answers by listing examples. You may want to ask students to share their results with a partner and give each other ideas on how to improve in the future.

Evaluate Your Progress

2 Individually, have students take out their *Evidence Portfolios* and look at their work. Encourage students to add any other work they want. Ask them guided questions: *Can you see progress in your work? How was your performance in the first activity compared to the last one?* Invite them to complete the statements in the *Evaluate Your Progress* section as honestly as possible.

Evaluate Your Achievements

3 Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the learning outcomes and use the scale to grade their learning. Motivate students to reflect on their progress. Invite them to think of strategies to improve their performance and give your suggestions. Ask them to reflect on the suggestions and create a plan for how to improve in the next unit.

Assessment

Photocopy *Assessment 4* on pages 166–167. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 180.

Self-Assessment

Evaluate Your Attitude

1 Think about the attitudes you showed in this unit. Mark (✓) the options that best describe you.

- I always completed my work.
- I showed respect for myself and others.
- I collaborated with my classmates.
- I participated actively in class.
- I made my best effort.

Think about an activity where you showed one of the attitudes above. Write an anecdote of how it made you feel and why you liked it.

Evaluate Your Progress

2 Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Think about your progress throughout the unit and complete the statements.

- a. During the unit, I collected _____ out of _____ activities for my *Evidence Portfolio*.
- b. I also added _____ as evidence, because _____.
- c. In the evidence activities _____ and _____, I can see I improved at _____.
- d. Looking at my answers in the *Self-Check* boxes, I realize I need to work on _____.

a. For next unit, I'm going to _____.

Evaluate Your Achievements

3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment or suggestion in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...	Grade	Reflection
<ul style="list-style-type: none"> ▪ seek and consult information. ▪ compare pros and cons of ideas and proposals. ▪ listen to and express pros and cons to come to an agreement. 		

Suggested Evaluation Instrument: Questionnaire

Use the following *Questionnaire* or a similar one to evaluate students' product.

Writing:

- Does the text include all the points related to the activity?
- Is the text presented in a logical and understandable way?
- Is the register and format appropriate to the activity?
- Does the text include the grammar and vocabulary previously learned?
- Is the message clear?

Speaking:

- Was the discourse fluid?
- Was the pronunciation accurate?
- Was the speech logically developed?
- Was the vocabulary previously learned included?

Go to the *Marking Criteria* on page 182 for further information.

Unit 5

Class 1

Objective: Identify completed and ongoing actions and events in the past

Language: *Many years ago, when the king of England, Uther, was a young man, he met a princess called Igraine.*

About the Topic

The Legend of King Arthur

King Arthur is a legendary figure who is thought to have lived in the Middle Ages in England. His existence in history is greatly debated, but some historians believe that he led England in a successful war against a Saxon invasion. One of the recurring parts of the tale is Arthur's ability to draw a sword magically stuck in a stone. This not only symbolizes his strength, but also gives a supernatural element to his tale and suggests that he was always destined to be king.

Share What You Know

Write the names of several legendary characters on the board: *Thor, Robin Hood, Merlin*. Alternatively, project the Unit 5 images on the Class CD. Ask students if they like to read stories about these characters. Invite students to tell you what they know about each character. On the board, write the title of any books or movies that students name related to these characters. Ask if the characters are fictional or real. Explain the concept of a legend: a story from the past that is believed by many people but cannot be proved to be true. Put students into reading groups. Tell them to discuss the questions in the *Activity Book*, page 49. Invite groups to share their ideas with the class.

Propose Realistic Unit Goals

Tell students that they will read a legend and write a story in this unit. Invite them to set some goals related to this unit. Write

Unit 5

Share What You Know

- In groups, discuss the questions about your reading habits.
 - a. Do you have a favorite book or author?
 - b. What kind of books do you usually read?
 - c. Do you like watching movies that are adaptations of books?
- Think about your participation in the discussion and answer the questions.
 - a. What language did you use to answer the questions?
 - b. Did you have any communication problems?

Fantastic Stories

Social Practice

- Read classic tales

Achievements

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

Product: Big Book

- Make notes about character, setting, and plot
- Describe events and characters
- Plan a Big Book
- Write a final version and illustrate the Big Book
- Present the Big Book

a few examples on the board: *understand the main idea of a story, understand all the words in a story, publish a story in a magazine, read a story aloud*. Invite students to identify the learning goals they consider realistic and write them in their notebooks.

Predict!

Have students open the *Reader* to page 51. Ask students to identify the title of the story: *The Legend of King Arthur*. Ask students to look at the illustrations and encourage them to make predictions about the story: *When is the story set? Do you think it is a real story or fiction?* Write students' predictions on the board. Divide the class into their reading groups. Have them discuss the prediction questions. Have students look at the pictures on each page of the story to help them answer them. Invite students to share their ideas with the class.

Read Silently

Tell students to open the *Reader* to page 52. Have them read pages 52–55 silently. Encourage them to use the glossary at the bottom of the pages, but tell them not to worry too much about specific words at this point. When they have finished, review students' predictions on the board. Ask students if they would like to change any of the information. Write the new answers next to the old ones.

Ask comprehension questions at the end of each page.

Page 52: *What arrangement was made between Uther and Merlin?*

Page 53: *What happened to Uther and Igraine's baby boy?*

Page 54: *Why did the knights fight with each other?*

Page 55: *What kind of relationship did Arthur and Kay have?*

Comprehension Check

Have students work in their reading groups. Ask students to answer the comprehension questions on page 60. Walk around the class and monitor students' work. Invite students from the different groups to share their answers with the class.

Answers: 1 a. Uther, b. Merlin, c. Igraine, d. Ector, e. Kay, 2 (from top to bottom) d, c, f, a, e, b; 3 a. Because he wanted to marry Igraine. b. Sad. c. All the knights fought with each other because they all wanted to become king. d. Answers may vary. e. Answers may vary.

Discuss Your Favorite Legend

Invite students to come up to the front and tell the rest of the class about their favorite legend. Help them with any necessary vocabulary to retell the story. Encourage the class to ask questions about the story: *When did the story take place? Which parts of the story are fact and which are fiction?*

Class 2

Objective: Understand general sense and main ideas

Language: *Arthur grew up with Kay, who was training to become a knight.*

Write Key Words

Write *King Arthur* on the board and draw a circle around it. Draw a line from the circle and write a name or word that appeared in the story: *sword*. Invite different students to the front to add more words from the story to the board. Make sure most of the characters and concepts in the story have

1 Read the text "The Legend of King Arthur" on pages 51–59 of the Reader.

2 Underline the type of story "The Legend of King Arthur" is.
a. Science fiction b. Adventure c. Roman e

3 Underline the main ideas of the legend so far.

- a. How Arthur became king
- b. Arthur's life as a boy
- c. Arthur's enemies

4 Underline who "The Legend of King Arthur" is intended for.

- a. Very young children
- b. People from England
- c. Older children and adults

5 Read the legend again and number the events of the story in the correct order. Use the Reader, pages 51–59.

- Arthur grew up with Kay, who was training to become a knight
- Arthur became king.
- Arthur and Kay went to the tournament
- Merlin took Arthur to a hermit
- Arthur fought Pellinore.

6 Match the words from "The Legend of King Arthur" to their definitions.

- | | |
|----------------|------------------------------------|
| a. loyal | adj. difficult |
| b. happen | adj. faithful to a leader or cause |
| c. challenging | adj. greatly surprised, astonished |
| d. amazed | v. to take place or occur |
| e. grow up | v. to become older in age |

7 In groups, discuss the questions.

- a. How do the pictures help you understand a story?
- b. What is the purpose of a legend?
- c. Do we know the authors of legends?
- d. Do you know any similar legends or stories?
- e. What is the main theme of that legend?

8 Look at the Self-Check box and evaluate your participation in the discussion. Think of ways to improve.

Self-Check

Yes —
Express my
opinion
I understand
the main
idea
I can explain
the story
I can answer
the questions
I can work
with my
group

50 • Unit 5

50 • Unit 5

been identified: *Merlin, Uther, Igraine, Kay, England, battle, castle*. Play Track 13 up to page 55, and review the concepts that they wrote on the board with the class.

Track 13

(See pages 52–55 of the Reader.)

1 Divide the class into reading groups. Ask students what they think happens next in the story. Have them open the Reader to page 56. Have one student in each group read the page to the group. Tell students to follow the reading as they pay attention to pronunciation and intonation. Then have another student in each group read the next page of the story. Continue until the end of the text. Make sure all students get a chance to read. Have students identify words that are similar in English and Spanish, and remind them to use the Glossary on page 117 to check their meanings. Invite students to report the strategies that worked for them: for example, reading in silence, reading in a group, using the glossary, observing illustrations, etc. Ask questions to check comprehension.

Page 56: *Why was Kay excited?*

Page 57: *What was special about the sword that Arthur found?*

Page 58: *Why did some knights not like Arthur?*

Page 59: *Where did Merlin take Arthur? Why?*



2 Tell students to open the *Activity Book* to page 50. Refer them to activity 2 and ask them to decide what type of story *The Legend of King Arthur* is: science fiction, adventure, or romance. Have students raise their hands to tell you which one they believe it is. Encourage them to justify their ideas with information from the story.

Answer: b

3 Tell students to work in pairs. Have them underline the option that best describes the main ideas of the legend. Discuss the answers with the class.

Answers: a, b

4 Tell students to remain in their pairs. Have them underline the option that describes what audience the legend is directed to. Discuss the answers with the class.

Answers: c

5 Have students work in their reading groups. Have them read the events from the *Reader*, pages 51–59, and number them in the correct order. Ask students from each group to read out the answers.

Answers: 1, 3, 2, 5, 4

6 Tell students to work in pairs. Have them find and identify the words in the *Reader*. Explain that some of the words appear in a different tense to the ones on the page. Tell them to read the sentences around each word to understand it from context. Go through the answers as a class.

Answers: (from top to bottom) c, a, d, b, e

7 Have students work in groups of four or five. Have each group discuss the different questions. Go around the class and monitor the activity, helping with vocabulary when necessary. Invite students to share their group's ideas with the class.

Answers: Answers may vary.

8 Students will use the *Self-Check* box to evaluate their performance in activity 7 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Write the End of the Story

Have students continue to work in the same groups. Have them decide whether Arthur lives or dies. Get them to think about what happens later in the story. Tell them to write down what they think the ending of the story will be. Explain they should write no more than a sentence: *Arthur dies. Arthur survives. Merlin becomes king.* Have each group read out their ending to the class and have the class vote on the best one.

Class 3

Objectives: Narrate past events

Language: *While Kay was preparing for the fight, he noticed a message on the sword.*

Think and Tell

Review the text from the *Reader* with the class. Elicit the different characters and write them on the board. Have students describe each of the characters and write the descriptions on the board: *King Arthur: young, brave. Merlin: wizard, magical. Kay: Arthur's friend, knight.*

Past Simple and Past Continuous

Make sure students understand that the past simple is used to express completed actions in the past and the past continuous is used to describe ongoing actions in the past.

1 Tell students to open the *Activity Book* to page 51. Ask students if the *Legend of King Arthur* takes place in the past, present, or future: *past*. Have students work in pairs. Refer them to activity 1. Tell them to look at the example sentences and underline the verbs. Explain that connectors such as *while* are often used to connect the two past tenses. Discuss with the class how the tenses are formed and used.

Answers: a. was riding, saw; b. was preparing, noticed

Observe in Context

Divide the class into four groups. Tell them to open the *Reader* to page 58. Have each group read the text together and find examples of the past simple and the past continuous tenses. Encourage them to discuss when each tense is used. Invite groups to share their ideas with the class. Write the different examples on the board and explain their use in context: *He was lying on the ground. This is an ongoing action in the past.* Circle the *be* and *-ing* in the past continuous examples.

2 Ask students to turn to page 55 of the *Reader* and identify any words that show that the story is in the past. Elicit ideas and write examples on the board: *Arthur was growing up. He became good friends with Kay.* Highlight the difference in the forms of the verbs and tell students to write the verbs in the correct column of the chart. Have

Narrate past events

them discuss the differences in the tenses with a partner and then look for other examples in the text. Invite ideas from the class.

Answers: *Past simple:* became, was, watched, dreamed, worked; *Past continuous:* was growing up, was training

Common Problems

Past simple: Remind students of the three different pronunciations of the *-ed* ending of regular verbs in the past simple. Add that irregular verbs in the past simple do not follow rules and need to be memorized.

Past continuous: Check that students are using the past form of the verb *to be*. Make sure they understand that the past continuous is used to describe ongoing activities in the past.

- 3 Have students continue working with the same partner. Tell them to read the sentences and choose the correct options. Check answers orally.

Answers: a. was staying, died; b. went, c. was preparing, noticed; d. became, thought

- 4 Tell students to work with their partner to complete the text with the correct form of the verbs in parentheses. Remind them that some of these verbs are irregular. Go through the answers with the class.

Answers: 1) was riding, 2) was lying, 3) saved, 4) took, 5) used

- 5 Have students work in their reading groups. Have them write down a list of key events. Ask them to retell the story of King Arthur in their own words. Encourage students to use the question words to guide them to tell the story. Have each group nominate a student to retell the story for the class. Tell students to keep their list in their *Evidence Portfolio*.

Answers: Answers may vary.

- 1 In pairs, read the sentences from the *Reader* and underline the verbs.

- a. As he was riding home, he saw a sword in the center of a stone.
b. While Kay was preparing for the fight, he noticed a message on the sword

- 2 Work in pairs. Say which past-tense verb from the examples is regular.

- 3 Underline the correct options to complete the sentences.

- a. Arthur stayed. was staying with Ector when Uther was dying / died.
b. Arthur didn't have Kay's sword, so he went / was going to find another one.
c. While Kay was preparing / prepared for the fight, he noticed / was noticing a message on the sword.
d. Arthur became / was becoming king of England, but many knights thought / were thinking he was too young.

- 4 Complete the summary with the correct form of the verbs in parentheses.

One day, when Arthur 1) was riding (ride) his horse, he decided to fight Pellinore. But Pellinore knocked him down. As Arthur 2) _____ (lie) on the ground in great pain, Merlin came to the rescue and 3) _____ (save) Arthur's life. He put Pellinore into a deep sleep and 4) _____ (take) Arthur into the forest to a hermit. The hermit 5) _____ (use) plants and magic medicine to save Arthur.



- 5 In groups, retell the legend of King Arthur. Take turns describing what happened.

- 6 Look at the activities on this page and match the verbs in the sentences to the definitions.



Check What You Know

1. Kay was putting on his armor. Shorter, completed action in the past.
2. He asked Arthur for his sword. Longer action in progress in the past

Product

- 7 Form your *Product* group. Choose a legend or fairy tale you all know. Make sure you save all your notes in your *Evidence Portfolio*.

Ongoing Assessment: List of Key Events

Use this activity to evaluate students' ability to

- recognize the general sense of a story.
- order key events.
- sequence events.

- 6 Ask students to look back at all the activities on the page. Ask them to use the *Grammar Reference* on page 111 of the *Activity Book* to identify the two tenses used throughout the page. Then have them match the sentences in the chart to their definitions.

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weakness, so they can help weaker students. It is also recommendable for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

7 In their *Product* groups, students make notes about characters, setting, and plot of a fairy tale they choose. They can brainstorm well-known legends or fairy tales they know and make notes. Students keep these notes in their *Evidence Portfolios*.

Act Out the Scene

Have students work in pairs. Have them choose a scene from the legend that involves two characters. Have the class act out the scenes from the story in order.

Class 4

Objective: Compare variants of pronunciation and writing

Language: *It was the most powerful sword on Earth.*

Rewrite the Story

Divide the class into four groups and give each group a piece of paper. Tell groups to write the first thing that happens in *The Legend of King Arthur* at the top of their paper. Have them fold the paper over so that their writing is covered and pass it to another group. Have groups write the next part of the story, without looking at what was previously written. Continue until a group finishes. Have the group read out the story and ask the class if any parts of the legend are missing.

1 Tell students to open the *Activity Book* to page 52. Have students work in pairs to answer the questions. Write the predictions on the board.

Answers: *Answers may vary.*

2 Have students read the *Listening Tip* and the questions. Tell them to listen carefully to the second part of the story. Play *Track 14* and have them circle the answers in their books. Tell them to check their answers with a partner.

Answers: a. 2, b. 3, c. 2, d. 2

Track 14

(See page 187.)

Compare variants of pronunciation and writing

- Look at the pictures and answer the questions.
 - What do you think happens in this part of the story?
 - Who can you see in the pictures?



Listening Tip

Identifying time and mood
 Listen for the words *and* and *but*.
 Write down the words you hear and the feelings they create.

- Listen to the story and underline the correct answers.

- What is the name of the most powerful sword on earth?
 - Pellucite
 - Excalibur
 - Guinevere
- What was Arthur's wedding gift?
 - The Holy Grail
 - A castle
 - A round table for 100 knights
- Who invaded England?
 - Morgan
 - Mordred
 - Lancelot
- What happened to Arthur?
 - He left in a boat.
 - He died.
 - He killed Lancelot.

Pronunciation Tip

The *-ed* ending describes the time when an action was completed and the way it was done.
 Listen for the words *ed* and *ed* in the story.

- Look at the *Phonetic Symbols* chart on page 116 and identify the /d/, /t/, and /d/ sounds. Listen to the sentences and write the sounds you hear.

- They walked to a nearby lake.
- He immediately invaded England.
- Arthur rowed to the middle of the lake and took the sword from the hand.

- Match the two parts of the explanations.

- We pronounce *-ed* as /d/ after /d/ and /t/.
- We pronounce *-ed* as /t/ after unvoiced sounds (except /t/).
- We pronounce *-ed* as /d/ after voiced sounds (except /d/).

- In pairs, retell the end of the story using the past of the words in the box.

walk row marry love invade return

- Look at the *Self-Check* box and evaluate your use of language. Think of ways to improve.

Self-Check

Yes

Express key events

Used *-ed* words

Used *-ed* words

Used *-ed* words

Used *-ed* words

Used *-ed* words

Used *-ed* words

Used *-ed* words

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The *-ed* ending

There are three different ways to pronounce the *-ed* endings of English verbs. Endings that follow a /t/ or /d/ sound are pronounced as /ɪd/. Voiced sounds are those that cause a vibration in the throat, such as /m/, /n/, and /z/. The *-ed* endings after voiced sounds is pronounced /d/. Unvoiced sounds are those that do not cause a vibration in the throat, such as /k/, /s/, and /f/. The *-ed* endings after unvoiced sounds are pronounced /t/.

- Write the following words on the board and circle the *-ed* endings: *lived, started, watched*. Have students read the *Pronunciation Tip*. Practice saying each word on the board with the class and invite individual students to repeat them. Have students identify the different sounds and write them next to the words: /d/, /ɪd/, /t/. Tell them to practice saying the sentences out loud to their partner and to guess the correct pronunciation of the *-ed* endings. Play *Track 15* and tell them to listen carefully to the sentences. Have them identify the correct sounds of the *-ed* endings highlighted in every sentence. Go through the answers with the whole class and have different students read aloud the sentences. Correct pronunciation.
Answers: a. /t/, b. /ɪd/, c. /d/

Narrate a story



Product

Track 15

(See page 188.)

4 Have students work in pairs to match the two parts of the explanations. Check answers as a class.

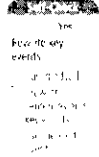
Answers: (from top to bottom) c, b, a

5 Elicit the past tense of the verbs in the box and write them on the board. Have the class practice the pronunciation. Elicit main events from the story of King Arthur and write them on the board. Divide the class into pairs. Have students retell the story to each other. Monitor the activity, checking that students are using the correct past forms and helping with vocabulary if necessary.

6 Students will use the *Self-Check* box to evaluate their performance in activity 5 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

- 1 Read the sentences and underline the adverbs.
- Arthur was extremely angry.
 - Mordred invited at once to invade England.
 - Arthur felt terribly sad.
 - Lancelot quickly returned from exile.
 - Arthur and Lancelot fought bravely.
 - Arthur was badly hurt.
- 2 Insert an adverb from activity 1 into each of the sentences and rewrite them.
- Lancelot fell in love with Guinevere when they met.
Lancelot immediately fell in love with Guinevere when they met.
 - The knights were surprised that Arthur was king.
 - Arthur was injured in the fight with Pellinore.
 - Mordred took Arthur to the hermit.
 - Mordred was the enemy of Arthur.

- 3 Work in your *Product* group. Write sentences to describe events and characters in the story you chose. Use adverbs.
The dragon was extremely terrifying.
They danced happily.
- 4 Plan a Big Book for your group story. Think about the best way to express your ideas. Keep your plan in your *Evidence Portfolio*.
- Include a title and subheadings.
 - Decide what illustrations you need.
 - Think about captions and speech bubbles.
 - Divide roles among members of your group.



Check What You Know

Look at the activities on this page and underline what adverbs do.

- Describe adjectives and verbs.
- Describe nouns.

5 Look at the *Self-Check* box and evaluate your use of language. Think of ways to improve.

Consonant Clusters

Divide the class into four groups. Write the following sentence on the board: *Young Arthur lost his sword in the fight with Pellinore.* Ask students to identify groups of letters that are not common in their language: *sw, gh*. Circle the letters on the board. Have them find more examples in the *Reader*. Invite groups to share their ideas and write them on the board.

Class 5

Objective: Narrate a story
Language: *Arthur felt terribly sad.*

American vs. British English

Write the following words on the board: *realised, travelled, centre, armour*. Tell students to open the *Reader* to page 57 and give them thirty seconds to look for them. Explain that some words are spelled differently in American and British English: many verbs that end in *-ize* in American English are written as *-ise* in British English. Likewise, British

English may use a double *l* where American English uses only one, and some words that end with *-er* in American English end in *-re* in British English. Some words that have an *-or* ending in American English end with *-our* in British English. Write the following words on the board and ask students to write them in American English: *criticise, centimetre, cancelled, behaviour, analyse, colour, theatre, labelled*. Clarify the meaning of the words if needed. Have volunteers come to the front and write their answers next to each word.

Answers: criticize, centimeter, canceled, behavior, analyze, color, theater, labeled

- 1 Write the following sentence on the board: *King Arthur was incredibly strong*. Explain that adverbs describe the adjectives and have students identify the adverb in the sentence: *incredibly*. Ask them to replace *strong* with other adjectives (*brave, smart*, etc.). Write *Arthur fought bravely* on the board. Have students identify the adverb and underline it: *bravely*. Explain that, in this case, the adverb *bravely* describes how he fought. Highlight that many adverbs end in *-ly*. Have students open the *Activity Book* to page 53 and complete the activity individually. Check answers as a class.
- Answers: b. immediately, c. terribly, d. quickly, e. bravely, f. badly

- 2 Have students work in pairs. Tell them to look at the sentences. Have them insert adverbs from activity 1. Ask them how the meaning of each sentence changes by doing this. Invite them to compare their answers in pairs and then to share the answers as a class. Monitor and ensure they are inserting the adverbs in the correct place.

Answers: Answers may vary.

Product Step 2

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 3 In their *Product* groups, students write sentences to describe events and characters in the story. They might choose different adverbs to use. You may want to remind students that adverbs enrich and modify the description of events and characters.
- 4 Students will develop a plan for their Big Book with their *Product* groups. They should include in their plan a title and subheadings, the illustrations they will need, captions, and speech bubbles. If necessary, you may want to ask them to bring some books or comics to class to get some ideas. Students divide roles among members of their group. Students save their plan in their *Evidence Portfolio* for future reference.

- 5 Students will use the *Self-Check* box to evaluate their performance in activity 4 and think of ways to improve it. You may want to read the *Self-Check* box with the class before asking them to complete it individually.

Class 6

Objective: Understand general sense and main ideas

Language: *A dog was carrying a bone over a bridge.*

Find the Moral

Have students work in small groups. Ask them to think about *The Legend of King Arthur*. Make sure they know what the moral of a story is, and then have them discuss the moral of the story. Encourage them to think about the agreement that Uther made with Merlin and about Arthur's friendship with Lancelot. Have each group share their ideas with the class.

Understand general sense and main ideas

1 Read the text.

Aesop's Fables

Aesop was a slave who lived in the sixth century BC in ancient Greece. He was also a storyteller who orally passed on a collection of fables. Fables are often used to teach morals.

The Lion and the Mouse
A mouse woke up a lion, and the lion got angry. The mouse promised to help the lion in any way possible if he let him go. The lion laughed and let the mouse run away. Later, hunters caught the lion and tied him up. The mouse heard the lion's roars and freed him by gnawing through the ropes.

The Dog and the Bone
A dog was carrying a bone over a bridge. When the dog looked down into the water, he saw his reflection and thought he saw another dog. He wanted the other dog's bone, too, so he opened his mouth to bark at his reflection. Then the bone fell into the river, where it disappeared forever.

Adapted from *Aesop's Fables* by *Charles and Johanna Cook*. Copyright © 2007.

See page 177

- 2 In pairs, discuss the questions.
- a. What is a fable? b. Which are the key events in each one?
- 3 In pairs, underline the sentences that best describe the characteristics of a fable.
- a. They use animal characters c. They describe the setting of the story with human features
b. They are short. d. They help us understand human nature and behavior.
- 4 Read the fables above and match the morals to the stories. Discuss your answers.
- a. If you are greedy, you will risk what you already have.
b. Little friends may prove great friends.

To read these fables, see the story on page 177.

Aesop's Fables

Little is known about Aesop. It is said that he was a slave in the sixth century BC in ancient Greece, but the rest of his life is a mystery. Aesop's fables were not originally written for children. He told them as moral lessons for adults, who in turn passed them on to others. The first publication of his fables appeared centuries after his death. Aesop's fables have been translated into almost every language in the world.

- 1 Tell students to open the *Activity Book* to page 54. Give them some minutes to read the text silently.
- 2 Divide the class into pairs and have students discuss the questions. Encourage students to tell you about any fables they know and what they are about.
Answers: a. A fable is a story with a moral that teaches a lesson. b. *Answers may vary.*
- 3 Read the sentences about fables with the class. Ask students to identify the sentences that best describe fables.
Answers: a, b, c, d

- 4 Read the morals to the students and check they understand their meanings. Then tell students to read the fables *The Lion and the Mouse* and *The Dog and the Bone* and match them to the morals. Divide the class into groups and ask them to discuss their answers. Check answers with the class and ask questions: *How did you know the moral of the story? What clues helped you identify the answer? Are there any other morals in these fables?*
Answers: (from top to bottom) b, a

Ongoing Assessment: Dialogue about the Comprehension of a Tale

Use this activity to evaluate students' ability to

- express their opinions.
- contribute with their observations.
- identify conventions by comparing the same types of texts.

Class 7

Objective: Write a story

Language: *Many years ago, when the king of England, Uther, was a young man, he met a princess called Igraine.*

Product Step 3

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 1 Tell students to open the *Activity Book* to page 55. In their *Product* groups, students will plan their Big Books. They will complete the chart with elements from the story they chose. Students can work together to put the elements under the correct category: setting, characters, and objects. If students want to add any other elements to enrich their story, they may share ideas with other groups.

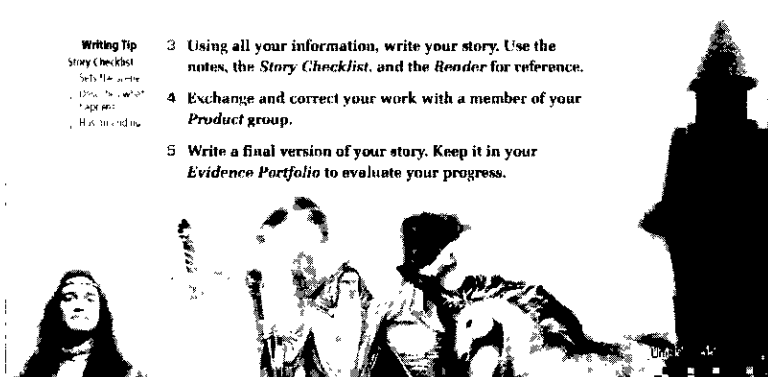
Write a story

Product

Setting forest, castle...	Characters prince, queen...	Objects sword, magic wand...
-------------------------------------	---------------------------------------	--

- 1 Complete the chart with elements from the story your *Product* group chose.
- 2 Choose elements from the chart in activity 1 and make more detailed notes below.
 - Introduction** Set the scene: who, what, when, and where.
Once upon a time...
 - Plot** Describe what happened.
There was a great battle...
 - Conclusion** Say how your legend or fairy tale ends.
They killed the monster. They all celebrated.
- 3 Using all your information, write your story. Use the notes, the *Story Checklist*, and the *Reader* for reference.
- 4 Exchange and correct your work with a member of your *Product* group.
- 5 Write a final version of your story. Keep it in your *Evidence Portfolio* to evaluate your progress.

Writing Tip
 Story Checklist
 Set the scene
 Describe what happened
 Say how your legend or fairy tale ends



- 2 Students make more detailed notes about the elements they chose. They should follow the prompts given above each section: introduction, plot, and conclusion. They may decide to assign one person in their *Product* groups to be in charge of each section.

Ongoing Assessment: Rewritten Sentences

Use this activity to evaluate students' ability to

- use words and expressions to narrate a story.
- put events in sequence.
- identify the general sense of a story.

- 3 Students write their story using the information from the chart in activity 2. They must use the notes, the *Story Checklist*, and the *Reader* for reference. You may encourage students to use adjectives and adverbs in their sentences to add variety and enrich their stories.

- 4 Students will exchange and correct their work with another member of their *Product* group. At this stage, you may encourage them to check on their spelling and grammar, and correct any errors.

- 5 Students will write a final version of their stories. They should proofread the stories. Students keep their stories in their *Evidence Portfolios* to evaluate their progress.

Ongoing Assessment: A Story

Use this activity to evaluate students' ability to

- use repertoires of words and expressions.
- retell events and past actions.
- use proper grammar and vocabulary.
- sequence events.

Act Out the Stories

Have each group act out their story in front of the class.

Ongoing Assessment: Act Out the Stories

Use this activity to evaluate students' ability to

- use proper pronunciation.

Class 8

Objective: Rewrite key events

Language: *She was so beautiful that he fell in love with her immediately.*

Plot a Story

Divide the class into four groups. Give each group a piece of paper and have them write down ideas for a story, including a setting, two characters (one good and one bad), and an object. Tell students to pass their papers to another group. Give each group five minutes to write a story using the information provided on the paper. Have each group read aloud their stories for the class.

Rewrite key events

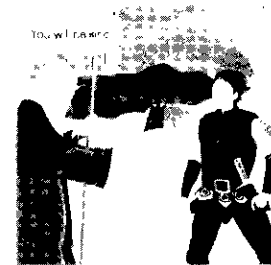
- 1 Label the parts of the story.

1. Line structure 2. speech bubble 3. title 4. subtitle 5. caption 6. story

The Legend of King Arthur

Part 1

Many years ago, when the king of England, Uther, was a young man, he met a princess called Igraine. She was so beautiful that he fell in love with her immediately. He loved her so much that he wanted to marry her. So he asked Merlin, a powerful wizard, for help. After some time, Merlin agreed to help him, but first Uther had to agree to Merlin's demands. He demanded their first-born son in return for his help.



- 2 Work in your *Product* group. Read aloud the stories from page 55 you saved in your *Evidence Portfolio*.

- 3 Compare stories and choose the best elements to combine into your Big Book. Make notes in the chart.

Best Character Descriptions

Best Descriptions of Places

Best Descriptions of Events

Best Ending



Product

- 4 In your groups, write a final version of the text. Use the *Self-Check* box to correct your story. Share your opinions with your group and make suggestions on how to improve the story.

Make final decisions on where to include illustrations, captions, and speech bubbles, and put together your Big Book. Keep your Big Book in your *Evidence Portfolio* to present in class.

- 1 Have students open the *Activity Book* to page 56. Have students look at the words in the box. Explain that these are the sections of a story. Ask students to look at the story and illustration. Have them work in pairs to match the parts of the story to the words in the box. Check answers as a class.

Answers: (top to bottom, left to right) 3, 4, 6, 1, 2, 5

Product Step 4

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 2 In their *Product* groups, students will use the stories they saved in the *Evidence Portfolio* to read them aloud within their groups. All the students in each group may vote for their favorite story.
- 3 Students will compare their stories and choose the best elements to include in their Big Books. They will decide on the best elements for their stories. Students make notes in the chart, making sure that they include the best of the following: character, description of places, events, and ending.
- 4 In their *Product* groups, students will write a final version of the text for the Big Book. Then they will use the *Self-Check* box to make any corrections to their stories. Students will suggest ways to improve their stories, such as adding more details that are relevant to the plot or the characters.
- 5 Students will make final decisions about illustrations, captions, and speech bubbles to put together in their Big Books. They keep their Big Books in their *Evidence Portfolio* to present it to the class in a future session.

Class 9

Objective: Make a Big Book

Language: *Igraine cried when Merlin took the baby away.*

Product Step 5

The students will finalize work on the Unit product in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

- 1 Tell students to open the *Activity Book* to page 57. Students work with their *Product* group to present their Big Books to other groups in the class. They may take time to decide how they will present it and in which order.
- 2 Students may organize an exhibition of all the groups' Big Books and invite other students to read them.

Big Book

Step 5

Product

- 1 Present your Big Book to the other groups in the class.
- 2 Have a final exhibition in the classroom, the library, or another part of the school so other students have a chance to read your work.
- 3 Use the *Product Evaluation Rubric* to evaluate your work and participation on the product.

Category	Excellent (9–10 points)	Adequate (6–8 points)	Inadequate (4–5 points)
Content Score	Used descriptive language to describe characters and setting. Included a clear beginning, middle, and end of the story.	Didn't use descriptive language to describe characters and setting. Included a beginning, a middle, and an end of the story, but not clearly defined.	Didn't describe either characters or setting, or both. Didn't include one of the following: a beginning, a middle, or an end of the story.
Use of language Score	Was able to describe actions and write key events of the story with some mistakes.	Was able to describe actions and write key events of the story with many mistakes but without affecting comprehension.	Wasn't able to describe actions and/or write key events of the story.
Preparation Score	Had all the materials needed. Completed his or her part correctly.	Had most of the materials needed. Completed his or her part of the work with difficulty.	Didn't have all the material needed. Couldn't complete his or her part of the work.
Organization Score	Began work promptly and finished tasks on time.	Didn't start to work on time, but could finish task on time.	Didn't start to work on time, and didn't finish task on time.
Total	Comments:		

- 4 Work in groups. Use the information in the *Product Evaluation Rubric* to discuss your participation in the *Product*. Come up with a list of suggestions for future products.

- 3 Students can use the *Product Evaluation Rubric* to evaluate their work and participation. You may want to monitor and provide support when necessary.
- 4 Students can work together to discuss their participation in the product with their *Product* group. They should come up with suggestions for how to improve their work for future products.

Class 10

Objective: Self-check assessment

Language: *While he was preparing for the fight, he noticed a message on the sword.*

Self-Assessment

Have students turn to page 58. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their attitudes, their progress, and what they learned.

Evaluate Your Attitude

- 1 Invite students to reflect on their attitude in the classroom during the unit. Have them read the statements and grade each one of them. Encourage students to think about specific activities to answer the questions and to extend their answers by listing examples. You can have a class discussion for students to share their thoughts and ideas on how to improve in the future.

Self-Assessment

1 Think about the attitudes you showed in this unit and use the scale to evaluate yourself.

Excellent		Grade		Needs improvement
<p>I ...</p> <p>prepared for class.</p> <p>turned in my work on time.</p> <p>paid attention during lessons.</p> <p>participated actively.</p> <p>worked well with other students.</p>			<p>How can I achieve a better grade next time?</p>	

2 Look at the *Self-Check* boxes and your *Evidence Portfolio*. Add any other work you want to include in it and answer the questions.

- a. How many activities did you collect from the *Evidence Portfolio*?
- b. What other activities did you add as evidence?
- c. Which activities were easy to complete?
- d. Why?
- e. What do you need to work on?

3 Choose from 1-3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment in the *Reflection* column.

3 - Perfectly 2 - OK 1 - With difficulty

I can...		Grade		Reflection
<ul style="list-style-type: none"> • select and revise classic tales • understand general sense and main ideas. • compare variants of pronunciation and writing • express key events orally. • rewrite key events. 				

Evaluate Your Progress

2 Individually, have students take out their *Evidence Portfolios* and look at their work. Encourage students to add any other work they want. Ask them guided questions: *Can you see progress in your work? How was your performance in the first activity compared to the last one?* Invite them to complete the statements in the *Evaluate Your Progress* section as honestly as possible.

Evaluate Your Achievements

3 Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the learning outcomes and use the scale to grade their learning. Motivate students to reflect on their progress. Invite them to think of strategies to improve their performance and give your suggestions. Ask them to reflect on the suggestions and create a plan for how to improve in the next unit.

Check Unit Goals

Ask students to open their notebooks to the goals they wrote in the first class of the unit. Elicit whether or not they achieved their goals. Listen non-judgmentally. Explain that goal-setting is a good strategy for learning. As students practice setting goals, they will become more effective at identifying realistic goals.

Suggested Evaluation Instrument: Descriptive Evaluation Scale

Use the following *Descriptive Evaluation Scale* or a similar one to evaluate students' product. Go to the *Marking Criteria* on page 182 for further information.

Category	Inadequate (0–1 points)	Adequate (2–3 points)	Excellent (4–5 points)
Content	Content points are not covered or developed.	Content points are partially covered and developed.	All content points are covered and developed well.
Organization and Cohesion	The text is not clear.	The text lacks some logical order, yet is fairly understandable.	The text is logically presented and understandable.
Appropriacy of Register and Format	The writing style and presentation is not appropriate to the type of text.	The writing style and presentation is mostly appropriate to the type of text.	The writing style and presentation is appropriate to the type of text.
Accuracy and Range	Uses appropriate, if simple, vocabulary and language.	Uses mostly appropriate vocabulary and language structures.	Uses appropriate vocabulary and language.
Target Reader	Demonstrates a limited understanding of audience.	Demonstrates a general understanding of the target audience.	Demonstrates a keen understanding of the target audience.

Assessment

Photocopy *Assessment 5* on pages 168–169. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 180.

Unit 6

Class 1

Objective: Identifying predictions and plans

Language: *There will be one billion more people on Earth in twelve or thirteen years.*

About the topic

Our Future World

While the *Reader* for this unit focuses on global predictions for the future on topics such as water, food, and population growth, this unit also allows students to focus on predictions for their own futures. While many future predictions are quite negative, particularly when related to the environment or conflict, there is also a lot of reason for optimism. Technological advances and progress in areas such as medicine mean the future in many ways is brighter than ever before. This unit, while covering a wide variety of issues, also mentions possible solutions to different situations and analyzes causes and effects. Students are also encouraged to make plans based on their personal predictions and apply them in a practical way.

Share What You Know

If possible, project the Unit 6 images on the Class CD. Ask, *What do these images have in common? What do you think is the topic of the Unit?* Elicit ideas and write them on the board. Have students open the *Activity Book* to page 59. Divide the class into groups and have them discuss the questions. Have each group report their ideas to the rest of the class. Ask students to suggest different scenarios for the future in ten, twenty, or fifty years' time. Write a list on the board. Have students reflect on their participation in the activity.

Share What You Know

- In groups, discuss the questions about future predictions.
 - a. What do you think you will do when you leave school?
 - b. What do you think other group members will do?
 - c. How will the place where you live be similar or different in ten, twenty, or fifty years' time?
- Think about your participation in the discussion and answer the questions.
 - a. Did you give your opinion?
 - b. Did you have any communication problems?

Predictions and Plans

Social Practice

- Produce constructive forecasts for others

Achievements

- Review written forecast examples with the teacher's guidance
- Listen and identify ways to express future actions
- Ask and answer questions to understand forecasts
- Write sentences that express future tenses in order to compose a forecast, with the teacher's guidance

Product: Forecasts

1. Make notes about personal predictions and plans
2. Write sentences and make comparisons
3. Design a yearbook with forecasts
4. Display and present the forecasts

Predict!

Have students open the *Reader* to page 61. Ask students to identify the title of the story: *What's the title of the text? Our Future World.* Ask students to look at the image on the title page and encourage them to make predictions about the text: *What do you think the text is about? What do you think you will learn from the text? Who do you think is the intended audience for this text?* Write students' answers on the board. Divide the class into pairs. Have students discuss the prediction questions. Have them look at the pictures on each page to help them answer the prediction questions. Invite students to share their ideas with the class.

Read Silently

Have students open the *Reader* to page 62. Have them read pages 62 and 63 silently. When they have finished, review students' predictions on the board. Ask students if they would like to change any of the information. Write the new answers next to the old ones. Then have students read the rest of the text silently. Encourage them to use the glossary at the bottom of the pages but tell them not to worry too much about specific words at this point. When they have finished, ask general comprehension questions.

Page 65: *What is the predicted global population for 2050?*

Page 67: *How can eating lab-grown meat help the planet?*

Page 70: *What jobs from the past are no longer necessary today?*

Page 72: *Why does Emma think that cattle is bad for the environment?*

Page 75: *What does the article recommend that we do?*

Comprehension Check

Have students work in pairs. Ask them to answer the comprehension questions on page 76 of the *Reader*. Walk around the class and monitor students' work. Ensure pairs help each other answer all the questions. Invite students from different pairs to share their answers with the class.

Answers: 1 a. MP3 players, social media, GPS systems, cell phones, personal emails, and the Internet at home. b. By 1.5 million. c. *Possible answer:* To eat insects. d. Because we cannot consume most water and the population is growing. e. Because the job does not exist yet. f. He puts a bucket in the shower. 2 a. grow crops, b. Population growth, c. make a difference, d. water shortage; 3 *Answers may vary.*

Making Preparations

Write three headings on the board: *Food*, *Water*, and *Jobs*. Divide the class into groups. Tell them to think about the predictions in the *Reader* text and discuss what they can do personally to prepare for those predictions. Have each student write down one idea for how to prepare for each area. Tell students to form pairs with students from other groups and share their ideas. Encourage students to follow up on their ideas and make preparations for the future from today. Discuss their progress in future classes.

Class 2

Objective: Detect sentences and vocabulary used in forecasts and plans

Language: *The world will have many challenges in the future, but there are some possible solutions.*

Revise the Topic

Ask students the topic of the *Reader* and write it on the board: *Our Future World*. Ask students what they can remember about the text. Make notes on the board.

- 1 Divide the class into reading groups. Have students open the *Reader* to page 62. Have one student in each group read the first page of text. Tell students to follow the reading as they pay attention to pronunciation and intonation. Then have another student in each group read the next page. Continue until all students have had a chance to read. Encourage students to use the glossary at the bottom of the pages. When they have finished, ask general comprehension questions.

Detect sentences and vocabulary used in forecasts and plans

Read the article "Our Future World" from the *Reader*, pages 61–75.

✓ **Mark (✓) the best summary of the article in the *Reader*, pages 61–75.**

- a. The world will have many challenges in the future, but there are some possible solutions. If we take individual responsibility now, we can help things to improve.
- b. The world will have many challenges in the future, but they are not serious. Technology will always provide an answer to the world's problems.

3 **Complete the cause-and-effect chart with information from the article.**

Cause	Effect
<i>There are many new technological inventions in the world.</i>	•
<i>The world's population is growing by 1.5 million per week.</i>	•
<i>We use more land for animals and crops to feed the growing population.</i>	•
<i>Agriculture uses 70 percent of freshwater.</i>	•

4 **Decide if the words in bold are nouns (N) or verbs (V). Then write a sentence for each word in your notebook using the other part of speech.**

- a. The world has seen a lot of **changes**.
- b. He **challenged** me to eat an insect burger.
- c. They **increased** the price of meat.
- d. Technology has **advanced** to provide solutions to some problems.
- e. This area is for **plants** and trees.

5 **In groups, look at the students' plans on pages 72–74 of the *Reader*. Say which ones you would like to do and give reasons.**

6 **Use the Self-Check box to evaluate your participation. Think of ways to improve.**

Vocabulary Tip
This is a special box that contains words and phrases that are useful for writing. You can use these words and phrases in your writing to make it more interesting and to show your knowledge of the topic.

exchange information
to be able to do something
to be able to do something
to be able to do something
to be able to do something

60 • Unit 10

Unit 6

Page 62: *How are things today different from the past?*

Page 64: *How many more people will live on Earth in twelve or thirteen years' time?*

Page 66: *What are scientists and nutritionists doing?*

Page 68: *How much of Earth's surface is water?*

Page 69: *What can produce rain?*

Page 71: *What does a trash designer do?*

Page 73: *What is the plan for rainwater at Daniel's school?*

Have students read page 75 of the *Reader*. Ask them what they can do to help ensure a healthy and happy future. Write their ideas on the board.

- 2 Divide the class into groups. Have students open the *Activity Book* to page 60. Have them read the summaries and decide in their groups which one best summarizes the text. Invite groups to share their answers with the class and give reasons why.

Answer: a

- 3 Tell students to refer to the *Reader* to find the effects to complete the chart.
Possible answers: (top to bottom) They have changed the way we live. There aren't enough resources like food and water for everybody. It is bad for the environment and meat prices are more expensive. There is a water shortage.
- 4 Focus attention on the *Vocabulary Tip*. Read it aloud. Tell them that the two parts of speech practiced in this activity are nouns and verbs. Focus on what a noun and a verb is and ask for examples of each. Write them on the board. Tell students that it is very common in English to use the same word as different parts of speech. Look at the first example with the class. Tell them *change* can be a noun or a verb depending on context. Ask what it is in the example (a noun). Ask a volunteer to provide a sentence using *change* as a verb. Write the example on the board.

Have students complete the activity in pairs, and check their sentences using the other part of speech.

Answers: a. N, b. V, c. V, d. V, e. N. **Possible sentences:** a. The world has changed. b. It is a challenge to eat insects. c. There is an increase in meat prices. d. There are new advances in technology every day. e. He is planting trees.

- 5 Divide the class into groups. Have students use the information in the *Reader* to discuss their ideas.
- 6 Refer students to the *Self-Check* box and read it with the class. Have them consider their participation in the discussion and come up with suggestions for how to improve.

Action Plan

Divide the class into groups. Tell groups to make a list of actions they can do based on the information in the *Reader* and their discussions. If there is time, have them make posters and display them around the classroom.

Class 3

Objective: Make predictions and plans

Language: *In one week's time, nearly 1.5 million more people will live on Earth. I am going to save water when I have a shower.*

Think and Tell

Have students open the *Reader* to page 61. Elicit the different predictions made in the text and what plans of action people have to deal with those predictions. Ask them what else they remember about the text and write their ideas on the board. Encourage students to refer to the *Reader* if they need help.

Will and Going to

Students are often confused when they hear *will* and *going to* used incorrectly by native speakers. Although there are rules to guide students as to which form of the future tense is best in a given situation, the other forms are normally acceptable too: *I'm going to go to bed after this program is over. I'll go to bed after this program is over.*

- 1 Have students work in groups of three. Ask them to open the *Activity Book* to page 61. Have students underline examples of *will* and *going to*. Check answers as a class.
Answers: a. will, b. will, c. are going to, d. am going to

Make predictions and plans

2 Divide the class into groups of four. Write *will* and *going to* on the board. Have students look for two examples of each in the *Reader*, pages 61–75, and have them write the sentences in their notebooks. Tell groups to read aloud their sentences and ask them if they are examples of plans or predictions. Write *won't* on the board and explain that it means *will not*. Point to the sentences in activity 2. Ask students which sentences are predictions and which are plans (the left-hand column are plans). Have them match the plans to the predictions. Mention that in very formal English, there is another form to express the future: *shall*.

Answers: (from top to bottom) b, a

3 Have the class continue working in the same groups. Tell students that the sentences are based on the predictions in the *Reader*. Tell them to read the sentences and decide if they are plans or predictions. Monitor the activity, helping as necessary. Invite students to read aloud the correct sentences.

Answers: a. am going to, will; b. are going to, will; c. will, am going to

4 Draw attention to the pictures and encourage students to describe them: *What can you see? What is happening?* Have students work in pairs to complete the activity. Invite students to read aloud the completed sentences.

Answers: a. will, am going to; b. won't, is going to; c. will, am going to

5 Encourage students to review the activities on the page. Then have them answer the question in the *Check What You Know* box. Invite volunteers to share their answers with the class.

Answers: a. plans, b. predictions



Read the sentences from the *Reader*, pages 61–75, and underline the examples of *will*, *won't*, and *going to*.

- a. In one week's time, nearly 1.5 billion more people will live on Earth.
- b. Meat will be so expensive that most people won't eat it.
- c. We are going to grow our own vegetables.
- d. I am going to save water when I have a shower.

Match the plans to the predictions. Use the ideas from your *Reader*, pages 61–75.

- a. I am going to put a bucket in the shower. You will become an engineer.
- b. I am going to study robotics. You will save water.

Underline the correct options to complete the plans and predictions.

- a. I will / am going to study hard at math because I think I will / won't be useful for computer programming.
- b. They will / are going to release a new cell phone next week. The reviews say it will / is going to be the most popular one yet!
- c. I think an insect burger will / is going to be disgusting. There is no way I am going to / will try it.

Look at the pictures and complete the sentences using the correct form of *will* and *going to*.



- a. I think there _____ be a drought. I _____ save water.
- b. He thinks meat _____ be cheap. He _____ eat less meat.
- c. There _____ be a lot of trash. I _____ be a trash designer!



Analyze the activities on this page and answer the question.

Check What You Know

- 1. Look at the forms we use to talk about the future. Write *plans* or *predictions* next to the words we use.
 - a. am going to
 - b. will/won't

Product

Form your *Product* group. Predict what each of you will do in the future. Think about jobs, personal activities, and changes in the world that will affect your lives. Make plans based on your predictions. Make notes of your predictions and plans and keep them in your *Evidence Portfolio* for the product.

Unit 6 • 61

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weakness, so they can help weaker students. It is also recommendable for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

6 Students should divide into product groups. You might want to start the product activity by asking students for a personal prediction about their future. You can write their ideas on the board. Then you could read aloud the instructions and check comprehension. Students will then make a list of predictions for what their group members will do in the future on a separate sheet of paper. At this point, you can ask students to add long-term plans related to the predictions on their list. Monitor the activity to help with grammar and vocabulary and ensure that students are focusing on punctuation and spelling. Tell students to keep their lists in their *Evidence Portfolio*.

Analyze topic, purpose, and intended audience

Ongoing Assessment: List with Future Situations

Use this activity to evaluate students' ability to

- use vocabulary to express future situations.
- understand sentences describing future events.
- check own and others' spelling and punctuation.

What will happen...?

Write three questions on the board about the future: What will happen to *transportation/hospitals/schools*, etc.? Have students work in pairs to answer the questions. Finally, have a brief class discussion.

Class 4

Objective: Analyze topic, purpose, and intended audience

Language: *Globalization will increase, and we will have access to the same artists' work from around the world.*

Class Discussion

Have students sit in a circle around the edge of the classroom. Write a topic on the board (e.g., *In the future, life will be more difficult than it is now.*). Give students a couple of minutes to reflect on the topic. Then nominate a student to comment on the topic. Once the student has contributed, have him or her nominate the next speaker. Anyone who repeats a contribution or who does not contribute is eliminated. Continue until there is only one contributor left.

- 1 Divide the class into pairs and have students open the *Activity Book* to page 62. Have them look at the title and the picture, and ask: *What is culture?* Have students work in pairs to write a list of ideas (art, literature, sculpture, music, etc.). Then have students discuss the questions.

Possible answers: 1. Teenagers (a magazine article). 2. Culture in the future

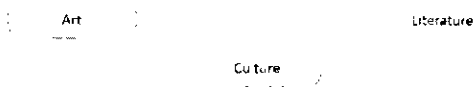
Work in pairs. Look at the title and answer the questions.

- a. Who is the text for?
- b. What is it about?

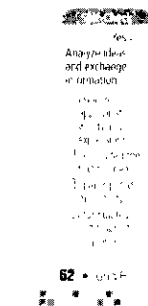


- 2 Read the article quickly and discuss the questions with your partner.
 - a. Which of the writer's ideas are optimistic?
 - b. Which of the writer's ideas are pessimistic?
- 3 Answer the questions.
 - a. Why does the writer think we will all have access to the same artists' work?
 - b. Why does the writer think a lot of culture will be simple in the future?
 - c. What examples does the writer give of "homemade culture"?

- 4 Work in groups. Make a mind map of predictions about culture.



- 5 Use the **Self-Check box** to evaluate your participation in the activity. Think of ways to improve.



- 2 Tell students to read the article and discuss the questions in their pairs. Tell students to check the meanings of the words in bold in their glossary. Ask for feedback from the class and write the answers in two columns on the board (*positive* and *negative*). Ask students for more predictions of their own and add them to the lists.

Answers: Pessimistic—ideas in the third paragraph; optimistic—ideas in the fourth paragraph

- 3 Have students read the article again and answer the questions individually before comparing their answers with a partner. Ask for ideas from around the class. Encourage students to paraphrase from the text.

Answers: a. Because of globalization. b. Because our attention spans are getting shorter. c. Uploading music, publishing blogs, and sharing videos.

- Tell students to form groups of four to make a mind map. Allow them time to write notes about different aspects of culture. Encourage them to write two or three predictions for each topic. Tell them to use ideas from the text and add other ideas, using their own experience of culture and how it is changing (the Internet, downloading music, sharing files, etc.). Monitor the activity to encourage participation. Have groups present their mind maps to each other.
- Draw attention to the *Self-Check* box. Have them consider their participation in activity 4 by writing a tick next to the requirements they met. Have them work together to come up with suggestions for ways to improve.

Cultural Predictions

Have each student write a prediction about culture onto a slip of paper: *There will be free access to museums. There won't be any movie theaters.* Walk around the class and monitor the activity, helping with ideas and language as needed. Then divide the class into groups of four. Tell groups to exchange their prediction slips and decide if they agree or disagree with each other's ideas. Tell them to give reasons for their decisions.

Class 5

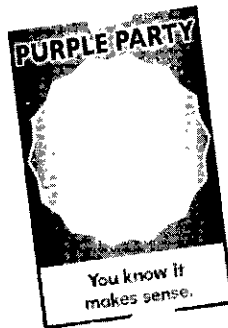
Objective: Identify ways to express future actions

Language: *The Purple Party will be better for the environment.*

In the News

Divide the class into groups. Tell them to think of a current news story (international, national, or local) and make predictions about what will happen. For example: *They are building a new highway around town. I think traffic will reduce in the center.* Encourage students to add information about any longer term plans they know about the stories: *They are going to build a*

- Work in pairs. Look at the posters and answer the questions.
 - What types of posters are these?
 - When do you see them?
 - Where do you see them?



Pronunciation Tip
Double letters
/tʃ/ /dʒ/ /tʃ/ /dʒ/

Tip
Use these expressions to express future actions

- Listen and mark (✓) the party the woman decides to vote for.
 - Orange
 - Purple
 - Neither
- Listen again and mark the predictions *O* (Orange) or *P* (Purple) depending on what the woman thinks each party will do.
 - They will probably help hospitals.
 - They will clean the environment.
 - I think they will create new pollution laws.
 - I believe they will concentrate on crime.
 - They will employ more police officers.
 - They will spend on education.
- Listen to the sentences and underline and write the contracted words.
 - They will help local hospitals. they'll
 - The Orange Party isn't doing anything about traffic.
 - I will have to decide soon.
- Work in pairs. Write a list of three things you think the authorities will do in your community in the future. Compare your list with another pair.
- Use the *Self-Check* box to evaluate your use of language. Think of ways to improve.

Unit 6 • 63

second level on the highway next year. Have groups share information about their news stories.

- Have students open the *Activity Book* to page 63. Divide the class into pairs and read aloud the instruction and questions. Ask them if they have seen these types of posters in their area and where (on lamp posts, in store windows, on billboards, etc.). Ask what the purpose of the posters is (to encourage people to vote in elections).
- Have students close their books. Write the following pre-listening questions on the board: *Who is speaking? Where are they? What are they speaking about?* Play Track 16. Elicit students' answers. Have students open the *Activity Book* to page 63 again and answer the question.

Answer: c

Track 16

(See page 188.)

- 3 Read the instructions aloud and check comprehension. Emphasize that these are the speaker's predictions about what the Orange and Purple parties will do. Elicit from students what key words they should be listening for (names and key words in the statements). Have them look at the statements and underline the key words to listen for. Play *Track 16* again. Have students compare their answers with a classmate. Play the track one more time and have students check their answers.

Answers: a. O, b. P, c. P, d. O, e. O, f. P

- 4 Focus students' attention on the sentences. Ask them to look at the example and guess the words that will be contracted in the other sentences. Ask students to listen to the sentences and underline the contracted words. Play *Track 17* twice. Check answers as a class. Have students write the contractions next to the sentences. Invite students to read aloud the sentences, using the contractions.

Answers: a. they'll, b. won't, c. I'll

Track 17

(See page 188.)

- 5 Divide the class into pairs. Tell students to use ideas from the listening and from the warm-up activity about the news to help make their lists. Have them think of reasons for their predictions. After they have shared ideas, hold a discussion to check similarities and differences between the class' predictions.
- 6 Refer students to the *Self-Check* box and read it with the class. Tell them they can use it to evaluate their participation in activity 5 by writing a tick next to the requirements they met. Have them come up with suggestions for ways to improve.

Predictions and Plans

Have each student write a prediction for their community onto a slip of paper: *There will be more cycle paths. They will build a new park in the center.* Walk around the class and monitor the activity, helping with ideas and language as needed. Then divide the class into groups of four. Tell groups to exchange their prediction slips. Have students take turns reading their prediction to the classmate on their right. Have the classmate respond by thinking of a plan based on the prediction: *There will be more cycle paths. I'm going to get a new bike!*

Class 6

Objective: Expressing cause and effect

Language: *They'll probably help local hospitals. Therefore, I think they'll improve the medical service.*

Class Discussion

Write *transportation, health, education, and environment* on the board. Have students work in groups to make predictions about each topic. Write ideas on the board and have a class discussion about which predictions are most or least likely to come true. Encourage students to give reasons for their ideas.

Common Problems

There are a number of linking words we can use to express cause and effect. The ones covered in this class are *because, so, so that,* and *therefore*. There are a number of ways students can identify and use different linking words correctly. We use *because* when the cause of an event comes second in a clause: *I will pass my exam because I studied hard.* We use *therefore* at the start of new sentence that describes an effect: *I studied hard. Therefore, I will pass my exam.* We use *so* to describe the effect or result of the first clause: *I studied hard so I passed my exams.* *So that* is different from *so* in that we use it to express the reason or purpose of the first clause: *I will study hard so that I will pass my exams.* Draw attention to these differences as you work through the examples in the class.

- 1 Have students open the *Activity Book* to page 64. Point to the example and tell students to underline words in the other sentences that link cause and effect. Draw attention to the differences in usage described in the *Common Problems* box.

Answers: a. Therefore, b. so that, c. because, d. so

- 2 Have students work individually to match the sentence parts. Tell them to use the topic of the sentences and the linking words as a guide. Ask them what the causes and effects are in each statement

Expressing cause and effect

and which sentence expresses a reason or purpose of the first clause (*Authorities will spend more on education so that students will learn more*).

Answers: (from top to bottom): d, b, a, c

- 3 Divide the class into pairs. Have them read each forecast and discuss which ones they agree with. Encourage them to give reasons. Ask them which forecasts are positive and which are negative and why. Have students share ideas with the class.

Answers: Answers may vary.

- 4 Tell students to use the linking words they have seen in the previous activities to write effects for each of the predictions they chose. Monitor the activity, helping with vocabulary when necessary.

Answers: Answers may vary.

Product Step 2

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 5 For this product activity, students should work together to exchange points of view about their future forecasts of each other. You might like to give them suggestions about the possible effects of their forecasts and help them with any additional language. Students can write down their ideas during or after their discussions. They may like to work further on this at home. Tell them that they should keep their ideas in their *Evidence Folder* because they will use them later in the unit to complete their product.

- 1 Read what the woman said about the Orange and Purple parties and underline the words that link cause and effect.

- a. They'll probably help local hospitals. Therefore, I think they'll improve the medical service.
 b. I think they'll create new pollution laws to reduce CO₂ emissions so that companies will be cleaner.
 c. I think the streets will be safer because they'll employ more police officers.
 d. They'll spend more on education so I think students will learn more.

- 2 Match the two parts of the sentences.

- a. We will need new policies to protect the environment. so there will be less traffic.
 b. Authorities will spend more on education so. that students will learn more.
 c. They will invest in new equipment. because the population will get bigger.
 d. They will build more cycle paths... Therefore, health care will be better.

- 3 Work in pairs. Read the forecasts and put a check (✓) next to the ones you both agree with.

In the future, all body parts will be replaceable.

People will live in eco-friendly pods at their work place.

Children will live in education camps.

Robots will teach children.

Families will see each other on vacation only.

Clothes will be disposable and biodegradable.

- 4 In your pairs, write an effect for each of the predictions you agreed with.

- 5 Work in your *Product* group. Use the predictions in your *Evidence Portfolio* to write a future forecast for your group members. Include the possible effects of your predictions. Save your forecast in your *Evidence Portfolio*.

- 6 Use the *Self-Check* box to evaluate your use of language. Think of ways to improve.

- 7 Work in pairs. Analyze the activities on the page. Then complete the sentence.

1 We use words like _____ and _____ to link cause and effect.

Product

Self-Check

- Yes —
 Make predictions with causes and effects
 I like to use and effect
 I understand how to use linking words

64 • Unit 6

- 6 Refer students to the *Self-Check* box. Tell them they can use it to evaluate their participation in activity 5 by writing a tick next to the requirements they met. Have them come up with suggestions for ways to improve.
- 7 Encourage students to review the activities on the page. Then have them complete the sentence in the *Check What You Know* box. Invite volunteers to share their answers with the class.
- Answers: because, so, so that, therefore

Ongoing Assessment: Constructive Dialogue about Own and Other's Forecasts

Use the *Product* activity to evaluate students' ability to

- understand sentences that describe future situations.
- contrast one's opinions with others'.
- ask and answer questions that describe future events.

Cause and Effect

Have each student write a personal prediction onto a slip of paper: *I will go to university to study medicine.* Walk around the class and monitor the activity, helping with ideas and language as needed. Then divide the class into groups of four. Tell groups to exchange their prediction slips. Have students take turns at reading their prediction to the classmate on their right. Have the classmate respond by rephrasing the prediction into a cause and effect statement: *You will go to university to study medicine because you want to be a doctor.*

Class 7

Objective: Write sentences that express future to create forecasts

Language: *Television won't last because people will soon get tired.*

Amazing Advances

Divide the class into groups. Tell them to imagine they were alive one hundred years ago. Ask them to write a list of the three most amazing inventions that exist today that did not exist then (spaceships, the Internet, social media, etc.). Tell them to give reasons for their ideas. Have groups share their ideas with the class and give them five minutes to come up with a class list.

1 Have students open the *Activity Book* to page 65. Have them look at the pictures and ask them what they think the text will be about. Ask them what predictions from the past they think the text discusses. Have students work in pairs to underline the sentences. Ask for volunteers to call out the answers.

Answers: a. I think that the author Arthur C. Clarke has the best advice. b. Here are two examples of incorrect predictions. c. On the other hand, some people have made correct predictions. d. Making predictions is not an easy thing to do.

Write sentences that express future to create forecasts

1 Work in pairs. Read the article and underline the sentences that introduce the following information.

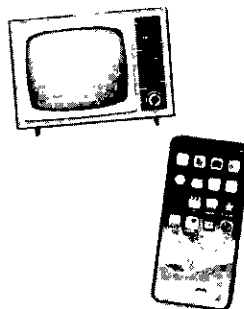
- a. A personal opinion
- b. Examples of incorrect predictions
- c. Examples of correct predictions
- d. The topic of the article

Making predictions is not an easy thing to do. In history, many experts have tried and failed to see into the future.

Here are two examples of incorrect predictions. First, in 1946, an executive at Twentieth Century Fox said, "Television won't last because people will soon get tired." Another example is the publishing executive who said to J.K. Rowling, "Children just aren't interested in witches and wizards anymore." Both were completely wrong!

On the other hand, some people have made correct predictions. In 1900, American civil engineer John Watkins made a number of predictions about the world in 2000. He predicted the invention of television, digital photography, and cell phones!

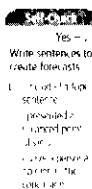
I think that the author Arthur C. Clarke has the best advice about predictions. He said, "When a scientist states that something is possible, he is almost certainly right. When he states that something is impossible, he is probably wrong."



Source: "Worst tech predictions of all time" www.telegraph.co.uk

2 Mark the sentences *T* (true) or *F* (false).

- a. All predictions in the twentieth century were incorrect.
- b. The publishing executive was positive to J.K. Rowling.
- c. John Watkins made several correct predictions.
- d. Arthur C. Clarke was an engineer.



3 In your notebooks, make notes for a short article. Make a prediction, and write reasons for why it will come true. Then write contrasting reasons for why it might not come true.

4 Use your notes to write a magazine article. Check that you follow the points in the *Self-Check* box and use example language from the model on the page.

5 In pairs, exchange and correct your articles. Use the *Self-Check* box.

6 Write a final version of your article. Keep it in your *Evidence Portfolio* to evaluate your progress.

10.5 • 55

2 Have students complete the activity individually before comparing their answers with a partner. Remind them to correct any false sentences with information from the article. Ask individual students for answers.

Answers: a. F, b. F, c. T, d. F

3 Tell students to work individually. Draw attention to the article and the sentences they underlined in activity 1. Tell them they can use language like *on the other hand* to make a contrast. Explain that their prediction can be on any topic, but that they must think of reasons for why it might or for why it might not come true. Point to the *Self-Check* box and guide students into dividing their notes into three sections: a topic, a balanced argument (why the prediction might or might not happen), and a conclusion.

4 Tell students to read the *Self-Check* box again before they start and guide them into organizing their articles into four paragraphs. Point to the example article on the page as a model. Monitor their work to ensure that it is organized logically.

5 Tell students to exchange their articles with a partner and make suggestions for how the work could be improved. Allow time for students to correct their articles. To extend the activity, ask

students to develop their articles for homework. Encourage them to research statistics or references to incorporate into their writing. Refer students to the *Self-Check* box. Tell them they can use it to evaluate their participation in activity 5 by writing a tick next to the requirements they met. Have them consider their use of language and come up with suggestions for ways to improve.

Ongoing Assessment: Sentences Describing Future Situations

Use this activity to evaluate students' ability to

- identify and analyze the topic, the purpose, and the intended audience.
- check and correct spelling and punctuation
- write sentences to describe future situations

- 6 Ensure students keep their work in their *Evidence Portfolio* after they write their clean versions.

Share and Tell

Have students work with a different partner to read their articles to each other. Tell them to ask and answer questions about each other's ideas and decide which predictions from their articles they agree with or not.

Class 8

Objective: Produce constructive forecasts for others

Language: *In one year, Sue will win the tennis tournament.*

Game: Guess the Word

Have a student sit at the front of the classroom facing the rest of the class. Write a word from the unit on the board and have the class define it for the student to guess. Explain that they cannot use the word itself. Then continue with another student and another word.

Look at the yearbook page and answer the questions.

The yearbook page features three student portraits. Below each portrait is a prediction for the next year:

- Carol:** In one year, Carol will graduate and go to college. In ten years, she will go to Africa and save the elephants.
- Sue:** In one year, Sue will win the tennis tournament at school. In ten years, she will go to the Olympics and win a gold medal.
- Nick:** In one year, Nick will get the highest grades in physics class. In ten years, he will invent a time robot and become a multimillionaire.

- Who will travel to another continent?
- Who is good at sports?
- Who will become an inventor?
- Who will be rich?
- Who will win a prize?
- Who will save animals?

Product

- 2 Work in your product group. Using the predictions, plans, and long-term forecasts you have in your *Evidence Portfolio*, make notes in the web for a member of your group. Then write a year forecast for them. Make sure every member of the group has a forecast.

Form for creating a year forecast for a group member:

- Name: _____
- Interests: _____
- School predictions: _____
- Life predictions: _____

Self-Check

- Yes -
Make predictions
with the
correct
tenses
Use the
correct
pronouns
Use the
correct
punctuation

- In your group, design a yearbook with forecasts for your group members. Assign roles (writers, illustrators, editors, designers, etc.) to each member of your group and different sections of the yearbook.
- Exchange and correct each other's work. Use the *Self-Check* box. Keep your work in your *Evidence Portfolio* with the material you worked on. Bring a photo of yourself to the next class.

- 1 Have students open the *Activity Book* to page 66. Ask them to look at the yearbook page. Discuss as a class what a yearbook is. Then have students read the text and answer the questions. Have students share their answers with a partner.

Answers: a. Carol, b. Sue, c. Nick, d. Nick, e. Sue, f. Carol

Product Step 3

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 2 Students should work together to ensure that every group member has a yearbook entry written about them. They can use their notes from their *Evidence Folders* and previous product steps as necessary. They should have a variety of shorter- and longer-term forecasts to work with, as well as reasons and effects of their forecasts. You might want to go through some of the students'

notes as examples, asking them which information they can use to write the yearbook. However, it is up to the students how they use the information, and which information they think is most important. Let students use the chart in the *Activity Book*, or if they prefer they can make their own chart of notes. They can also use the yearbook example as a model if they wish. Walk around and monitor the activity while they write their yearbook entries, helping as needed.

- When students are happy with their yearbook entries, let them work together with their group to design their yearbook. Students should decide for themselves what role they want to take, but stress that everyone should participate. You might like to suggest different sections or design features, or let students come up with their own ideas. They could look for examples online if possible. Check that students distribute roles and tasks well.
- When they have finished their yearbooks, instruct groups to exchange and correct each other's work. Refer students to the *Self-Check* box and have them consider their use of language. Have them write suggestions to improve their work. Tell them to keep their work in their *Evidence Portfolio*. Ask them to bring a photo of themselves to the next class.

Class 9

Objective: Make Forecasts

Language: *In one year, Nick will get the highest grades in physics class.*

Product Step 4

The students will finalize work on the Unit product in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

- Have students open the *Activity Book* to page 67. Students should work together in their product groups to finalize their forecasts and prepare them to present to the class. They will then present their yearbook of forecasts to the class.
- Students should discuss their yearbook presentations. The rest of the class might express agreement or disagreement with the presenting group's predictions.
- Students can use the *Self-Check* box to evaluate their presentation. They can write suggestions for improving their work and keep them in their *Evidence Portfolio*.
- Student can now fill out the *Product Assessment Checklist* individually or by helping each other.
- Students will work in small groups to discuss their participation in the product based on the checklist. Encourage them to write and discuss suggestions for improving future products.

Forecasts
Step 4
Product

- Display and present your yearbook forecasts to the class.
- Discuss your predictions and find out if the class agrees with your predictions for each person.
- Use the *Self-Check* box to evaluate your performance and those of your classmates.
- Fill out the *Product Assessment Checklist* to evaluate your work.

Self-Check

Yes

Present information

Describe how predictions are made

Use feedback to improve

Have your predictions in the Evidence Portfolio

Product Assessment Checklist

Check the following items you feel you successfully completed with your presentation.

Team Work:

- I collaborated with my group.
- I was supportive and respectful to the rest of my group.
- We shared the work equally.

Content:

- I gave valuable ideas to contribute to the product.
- I completed my share of the work correctly.
- I used a variety of words and expressions.
- I participated in the discussion actively.

Organization:

- I began work promptly.
- I had all the previous material needed at hand.
- I completed the work on time.

Complete the following statements.

My strengths on this project were _____

My challenges on this project were _____

Changes I would make for the next project I will do are _____

Class 10

Objective: Self-check assessment

Language: *I would like to improve...*

Self-Assessment

Have students turn to page 68. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their attitudes, their progress, and what they learned.

Evaluate Your Attitude

1 Invite students to reflect on their attitude in the classroom during the unit. Have them read the statements and grade each one of them. Encourage students to think about specific activities to answer the questions and to extend their answers by listing examples. You may want to ask students to share their results with a partner and give each other ideas on how to improve in the future.

Evaluate Your Progress

2 Individually, have students take out their *Evidence Portfolios* and look at their work. Encourage students to add any other work they want. Ask them guided questions: *Can you see progress in your work? How was your performance in the first activity compared to the last one?* Invite them to complete the statements in the *Evaluate Your Progress* section as honestly as possible.

Evaluate Your Achievements

3 Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the learning outcomes and use the scale to grade their learning. Invite them to think of ways to improve their performance and give suggestions. Ask them to make notes of the suggestions they found useful. Explain that they can use those suggestions for further development.

Self-Assessment

1 Think about the attitudes you showed in this unit. Choose the option that best describes you. Then answer the question.

During this unit, I...

Always Frequently Rarely Never

completed the activities in my book.

delivered tasks complete and on time.

participated actively

was respectful to my classmates and teacher.

made my best effort.

Think of an example when you participated actively. Write an anecdote of how it made you feel.

2 Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Grade your progress on the scale.

Very good

Very poor

Quality of evidence

Extra evidence added

Self-Check grades

Improvement from previous unit

3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment in the *Reflection* column.

3 Perfectly 2 OK 1 With difficulty

I can...

Grade

Reflection

• review written forecast examples with the teacher's guidance.

• listen and identify ways to express future actions.

• ask and answer questions to understand forecasts.

• write sentences that express future tenses in order to compose a forecast, with teacher's guidance.

68 • Unit 6



Suggested Evaluation Instrument: Anecdote

Use the following points or similar ones to write an *Anecdote* to evaluate students' product:

– Writing description:

- If the text is presented in a logical and understandable way
- The writing style of the text
- The use of the vocabulary and grammar taught in the unit
- If the message is clear

– Speaking description:

- If there is a logical development of sentences
- If the speech is understandable
- The development of the conversation, including initiating and responding it

Go to the *Marking Criteria* on page 182 for further information.

Assessment

Photocopy *Assessment 6* on pages 170–171. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 181.

Unit 7

Differences Are Good

Class 1

Objective: Identify cultural expressions in comics

Language: *We can go back to basics and learn something.*

About the Topic

Comics

Comics are a source of reading that young teens can easily relate to. Comics expose students to natural speech, and the illustrations help understand the text. The amount of text is usually limited to short descriptions and dialogue. Once students feel familiar with reading comics in English in class, they are more likely to read a comic (paper or online) in their own time. Comics are a good stepping stone to more serious reading materials.

Share What You Know

If possible, project the Unit 7 images on the *Class CD*. Ask, *What do these images have in common? What do you think the topic of the Unit is?* Elicit ideas and write them on the board. Have students open the *Activity Book* to page 69. Divide the class into groups and have students discuss the questions. Instruct groups to report their ideas to the rest of the class.

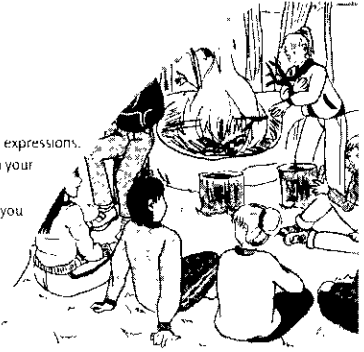
Predict!

Have students open the *Reader* to page 77. Ask, *What is the title of the text? (Summer Camp.) Who wrote it? (Mark Eccles.) Who is the illustrator? (Diego Omar Uriarte.)* Explain that, in comics, the illustrator and the writer are equally important. Tell students to look at the picture on the title page and encourage them to make predictions about the text: *What do you think the text is about? Who are the people in the picture? What are they doing?* Write students' answers on the board. Divide the class into

Unit 7

Share What You Know

- In groups, discuss the questions about cultural expressions.
 - Where do you like to go on school trips with your classmates? Why?
 - What do you and your classmates do when you need to adapt to new situations?
- Think about your participation in the discussion and answer the questions.
 - What language did you use to exchange opinions?
 - Did you participate with confidence?



Differences Are Good

Social Practice

- Read comics to discuss cultural expressions

Achievements

- Select and review comics in English
- Interpret content in comics
- Exchange opinions about cultural expressions in a discussion

Product: Discussion

- Make notes with ideas and beliefs in a comic
- Make a comparative chart
- Illustrate your comic
- Share and discuss your comic



reading groups. Have them discuss the prediction questions. Have students look at the pictures on each page of the text to help them answer the prediction questions in more detail. Invite students to share their ideas with the class.

Read Silently

Have students open the *Reader* to page 77. Have them read the text silently. Make sure that students know the correct way to read a comic. Encourage them to use the glossary at the bottom of the pages, but tell them not to worry too much about specific words and to focus on a general understanding. When they have finished, review students' predictions on the board. Ask students if they would like to change any of the information. Write the new answers next to the old ones.

Comprehension Check

Have students work in their reading groups. Ask students to answer the comprehension activities on page 92. Walk around the class and monitor students' work. Invite students from different groups to share their answers with the class.

Answers: 1 (from top to bottom) d, e, a, b, c; **2** a, E, b, T, c, T, d, F, e, F, f, T; **3** Answers may vary.

Summer Camps

Ask students if they have ever gone to a summer camp. Explain that sometimes summer camps are about a specific topic (sports camp, music camp, robotics camp, arts camp). Tell them to work in groups and discuss their experiences. Then have them create their perfect summer camp. Ask volunteers to share their summer camps with the class.

Class 2

Objectives: Interpret content in comics
Language: *I think we should try to make the most of it. It's a place where people get in touch with nature.*

Write Key Words

Write *Summer Camp* on the board and draw a circle around it. Draw a line from the circle and write a name or word that appeared in the comic: *dormitory*. Invite different students to the front to add more words from the story to the board. Make sure most of the characters and concepts in the story have been identified: girls, boys, camp guides, camp teachers, cabin, countryside, no Internet, etc.

1. Have students open the *Reader* to page 77. Ask one student to read the first page of the text. Have another student read the second page and continue in the same way. Ask questions at the end of each page to check comprehension.

Page 78: *Where is the camp?*

Page 79: *Are the students excited about the camp?*

Page 80: *What are some of the rules?*

Page 81: *Why are the girls not so happy anymore?*

Page 82: *What is the girls' solution?*

Page 83: *Why didn't the students expect this?*

Page 84: *What is the positive solution about not having cell phones?*

Page 85: *Who are more positive, the boys or the girls?*

Page 86: *What do the teachers want to know?*

Page 87: *Who planted the forest?*

1 Read the text "Summer Camp" on pages 77-91 of the *Reader*.



2 Match events from the comic to the correct page number in the *Reader*, 77-91.

- The students discover the dormitory cabin.
- A teacher wakes up the students at 7 a.m.
- The director gives the students bad news.
- A girl catches a trout.
- The girls agree to do their best.
- The director plants a tree.



3 Work in pairs. Label the parts of the comic strip with the words in the box and discuss the questions.

panel speech bubble thought bubble sound effects caption



Vocabulary Tip

Idioms
 An idiom is a phrase that has a meaning that is different from the literal meaning of the words. For example, "It's raining cats and dogs" means it is raining very hard.

Self-Check

Exchange opinions
 Exchange opinions with your partner about the story.

70 • Unit 7

a. How do the elements help your understanding of the story?

b. What is the sequence of events and how are the characters feeling? How do we know?

4 In your pairs, find the idioms in the comic and match them to their meanings. Discuss how we can use other comic elements to help us understand idioms.

- | | |
|-----------------------------|--------------------|
| a. So far so good | wake up |
| b. Rise and shine | all OK |
| c. Make the most of it | enjoy it |
| d. Go back to basics | emphatic agreement |
| e. You can't say that again | keep things simple |

5 Work in groups. Discuss how the students understand a different point of view in the story.

6 Look at the *Self-Check* box and evaluate your participation in the discussion. Think of ways to improve.

Page 88: *Why do they like the tomatoes?*

Page 89: *What fish do they catch?*

Page 90: *What are the activities they like?*

Page 91: *What is the conclusion of the story?*

2 Have students open the *Activity Book* to page 70. Ask them to scan the *Reader*, pages 77-91, to find the actions and then write the page numbers.

Answers: a. 79, b. 80, c. 83, d. 89, e. 84, f. 87

3 Tell students to open the *Reader* to page 77. Ask, *Why is this reading different from the others in the Reader? What elements make it different?* Have them go back to the *Activity Book* and look at the comic elements in the box and in the illustrations. Ask if they know what they are before completing the activity. If needed, show a panel caption in the comic and say, *This is a panel caption. What is it for?* Repeat with the other words from the box. Then have students label the pictures with the words, individually or in pairs. Once they finish, invite them to discuss how these elements work together to tell a story. (They combine to provide images, narration, action, and dialogue.)

Answers: (left panel) caption, sound effects, panel, (right panel) speech bubble, thought bubble

Unit 7

- 4 Focus students' attention on the *Vocabulary Tip* and read it aloud. Ask students to look for the idioms in the *Reader* and encourage them to read their definitions at the bottom of the pages. Have students use the definitions to match the idioms to their meanings.

Answers: (from top to bottom) b, a, c, e, d

- 5 Ask students to work in groups and identify how the students exchange points of view and understand each other.

- 6 Students will use the *Self-Check* box to evaluate their performance in activity 5 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Ongoing Assessment: Group Discussion

Use this activity to evaluate students' ability to

- interpret non-verbal communication.
- give opinions based on evidence.

Class 3

Objective: Give additional information

Language: *He's the teacher who was with us yesterday.*

Expressions Review

Write the following scrambled idioms on the board: *So far the that so / Go back to most and basics / You can say rise shine good / Make the of it again.* Have students work in pairs to try to order the words and reconstruct the expressions practiced in the last class. Make sure they understand they can use words from any of the sets to do so.

Relative Pronouns

Many times, relative clauses are used in a similar way in English and Spanish: two clauses are joined by a relative pronoun: *that* for people and things; *which* for things; *where* for

places; *who* for people; and *when* for times. However, students should keep in mind that after *when* and *where* both clauses need to include a subject. In the other cases, the relative pronoun serves as the subject.

- 1 Have students open the *Activity Book* to page 71. Instruct them to work in pairs and identify the phrase that gives extra information in each sentence. If necessary, have students identify the subject and object of each sentence and what extra information we know about them. When students are done, elicit these connectors and clarify that they are called relative pronouns: *where, when, that, which, who*. Have students use the *Grammar Reference* on page 114 of the *Activity Book* to clarify the rules, if needed.

Answers: b. when humans had no technology, c. that our visitors planted, d. which is a lot of fun, e. who enjoy experiencing a new culture

- 2 Have students look at sentence *d* from activity 1. Elicit what makes that sentence different from the others (it has commas). Ask them to complete the activity. If students find it difficult, tell them to read the sentences again without the relative clause. Elicit the sentence that makes sense without the relative clause (sentence *d*).

Give additional information

- 1 Read the sentences from the *Reader*, pages 77–91. Underline the phrase that gives additional information in each.

- We are in a part of the countryside where there is no Internet.
- This is like going back to a time when humans had no technology!
- This is the forest that our visitors planted.
- This activity, which is a lot of fun, helps save the planet.
- I think these are students who enjoy experiencing a new culture.

- 2 Look at example *d* in activity 1 and underline the correct option. When we use commas around a phrase that gives additional information with *which*, the information is essential / non-essential

- 3 Complete the sentences about the comic strip with a word from the box.

who that which when where

- The cabin, _____ is a dormitory, is in the forest.
- The cockerel _____ wakes them up every day.
- The people _____ took the phones also organized the activities.
- The lake is _____ they can catch wild trout.
- The students don't want to leave _____ time to go home.

- 4 Work in pairs. Complete sentences with your ideas.

- A teacher is _____ someone who gives classes at school.
- A summer camp is _____.
- 10 p.m. is _____.
- The school bus _____ took us to the ramp.
- A dormitory is _____.

Product

- 5 Form your *Product* group. Brainstorm genres and decide on a comic genre (action, humorous, etc.) for your group comic. Plan the ideas and beliefs that will be expressed in each scene of the comic. Keep your notes in your *Evidence Folder*.

- 6 Write the type of information these relative pronouns give.

Check What You Know

when _____ where _____ who _____

Explain that some relative clauses add essential information to the sentence, therefore, they are needed to understand its complete meaning. When the relative clause adds nonessential information, we use commas before and after the clause.

Answer: nonessential

- 3** Have students look at the box. Ask students once more what each word gives extra information about. Then form pairs and have students complete the sentences with the corresponding relative pronouns. Make sure students consider the commas and if the information is essential or not. Check answers as a class.
Answers: a. which/that, b. that/which, c. who, d. where, e. when
- 4** Write this sentence on the board: *This is the book...* Ask students, *Is book a person, a thing, a place, or a time? (A thing.) So what word can I use here? (Which or that.)* Add *that* to the sentence on the board: *This is the book that...* Ask students to add possible complements, e.g., *This is the book that we use in English class.* Have students complete the sentence in pairs. Walk around and offer help when needed.

Answers: Answers may vary.

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weakness, so they can help weaker students. It is also recommendable for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

- 5** In their *Product* groups, students make notes with beliefs and ideas for a comic. They might brainstorm genres as a class and come to a consensus about the one each group can use to create a comic. Students plan the ideas and beliefs to include in the six scenes of their comic. They may write notes about this plan as a list or in a diagram. Students keep their notes in their *Evidence Portfolio* for future reference.
- 6** Have students look through all the activities on the page and identify the relative pronouns used for each case. They can include the information in the *Check What You Know* box.

Riddles

Explain to students that they will play a guessing game. Have them write in a piece of paper the description of a place, thing, or person using a relative clause. Write an example on the board: *She's a person who fixes cars.* Then form groups of six students and have them exchange pieces of paper and say the answers to the riddles. Have the writers of the riddles check the answers.

Class 4

Objective: Interpret content in comic strips

Language: What merchandise do you own from a comic hero?

Scrambled Vocabulary

Write *ccmio* on the board. Say, *This is a kind of story. Can you unscramble the letters? (Comic)* Ask students to look for vocabulary words in this unit. Invite a few students to come up to the board and write a scrambled version of a word they choose, give a description of it, and have their classmates guess the word.

- 1** Have students open the *Activity Book* to page 72. Ask, *What is marketing? (Promoting a product to sell it.) What is commerce? (Trade, selling and buying on a large scale.) Do you think there is marketing for comics?* Divide the class into pairs and have students make a list of some products that have come from a comic.
- 2** Ask students for the title of the text. Have them look at the pictures and ask, *What do you think merchandise is? (Objects that are bought and sold.)* Have students read the text once for a general idea and underline the answer that describes the main idea.
Answer: c
- 3** Tell students that they don't need to read the entire text again to label the merchandise items, but they can go back to the text to scan for information (look for specific words). Have students compare answers with a partner before checking answers as a class.
Answers: 1) movies, 2) Spiderman mask, 3) T-shirts, 4) board games, 5) action figures, 6) box heroes

- 4 Divide the class into small groups. Ask a volunteer to read the instruction aloud. Then have students discuss the different types of merchandise they know. They can mention items they have seen, heard about, or imagine could exist.

Answers: Answers may vary.

- 5 Read the instructions aloud and have groups discuss the merchandise they own, what they like about it, and why they like it. Then ask a few volunteers to share their experiences with the class. Ask students if they agree that comics have strong marketing behind them. Have students discuss whether marketing can be good or bad, and in which cases. Monitor the activity and encourage students to use the phrases learned on page 73.

Ongoing Assessment: Opinions

Use this activity to evaluate students' ability to

- support reasons and ideas.
- use appropriate connectors to link ideas and build arguments.
- pronounce statements clearly. Check understanding. Then have students work in their groups. Tell them to assign a scene to draw to each member, but make sure they help each other.

Interpret content in comic strips

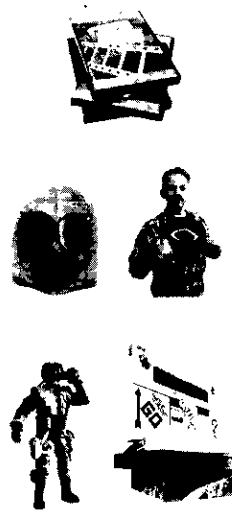
- 1 In pairs, make a list and discuss the different products that have come from an original comic.
- 2 Read the article and underline the main reason that merchandise from comics is successful.
 - a. Because the comic producers give it away for free.
 - b. It's something we grow up with and are used to.
 - c. We all want to be a part of the superhero myth.

MERCHANDISE

Comics have, for many years, been the source of millions of dollars worth of income. Superheroes like Spiderman, Superman, Thor, and Catwoman are now household names. This is thanks to the spectacular stories in the actual comics, but also to the clever merchandising that we surround ourselves with.

Children start out playing with their action figures long before they ever read the Avengers comic. Grown men love to wear superhero t-shirts, and no costume party would be complete without a Spiderman mask. On top of this, there are video games and movies. Last year saw the release of the all-new movie *Wonder Woman*. Wonder Woman was first a comic, then a TV series, and now a full feature movie. Today, merchandising is becoming ever more sophisticated. Now you can even find special edition board games, box heroes, dishware, and more!

But what makes the merchandise so successful? Well, research points to the idea that we all want a part of the superhero mythology. Buying something makes us closer to our heroes. What merchandise do you own from a comic hero?



- 3 Label the merchandise items with the words in bold in the text.
- 4 In small groups, brainstorm different types of merchandise for comics.
- 5 Tell your group about merchandise you own. Say which is your favorite piece of merchandise and why.

72 • Unit 7

Class 5

Objectives: Identify and express opinions

Language: *What I mean is The Hulk is angry. Aargh!*

Relative Clauses Review

Write the following sentence on the board: *That was the week...* Ask a volunteer to repeat the phrase and add a connector to it (e.g., *That was the week when...*). Then invite another volunteer to complete the sentence (*That was the week when we celebrated my birthday*). Repeat with phrases that elicit the other relative clauses: *that, which, where, who*. Then write the relative pronouns on the board and have students write one sentence with each. Walk around and offer help when needed.

- 1 Have students open the *Activity Book* to page 73. Ask them to look at the pictures that represent sounds. Play *Track 18* and have students mark the sound effects the people are talking about. If needed, play the track again. Check answers as a class.

Answers: Aaargh! Poof! Kaboom! Splash!

Track 18

(See page 188.)

Identify and express opinions

2 Have students read the sentences. Then play *Track 18* again and have them underline the correct options.

Answers: a. Spider-Man, b. Ultron, c. throwing water, d. angry, e. Captain Marvel's

3 Ask a few volunteers to pronounce the onomatopoeias. Do not correct them yet. Then play *Track 19* and have students underline the sound effects in the sentences. Tell students you will play the conversation again and this time they have to repeat each sound effect right after they hear it. Pause the track as necessary.

Answers: a. Kaboom! b. Poof! c. Splash! d. Aargh!

Track 19

(See page 188.)

4 Divide the class into pairs. Have students read the sentences to each other. Ask them to pronounce them as if they were working for a radio play.

5 Elicit a few comics and write the names on the board. Ask what makes a comic attractive; for example, the style of the illustrations, the story, or the superpowers. Have three volunteers read a sentence from the book aloud. Then have students discuss the topics with their partners. Walk around and offer help when needed. Finally, ask students what the most popular comic in the class is.

6 Students will use the *Self-Check* box to evaluate their performance in activity 5 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Ongoing Assessment: Notes with Ideas and Beliefs Expressed in a Comic Strip

Use this activity to evaluate students' ability to

- express reactions to a text.
- share ideas.
- recognize graphic and textual components in a reading.

1 Listen to the conversation and mark (✓) the sound effects the people talk about.



2 Listen again and underline the correct options to complete the sentences.

- Lucy prefers Spider-Man / Hawkeye.
- There is an explosion while Captain America / Ultron is playing a trick on Hawkeye.
- Someone is throwing water / laughing at the Hulk.
- The Hulk is angry / awesome.
- The Avengers need Captain Marvel's / Iron Man's help to catch Ultron.

3 Listen to the sentences. Underline the sound effects.

- Kaboom! An explosion just as Ultron is playing a trick on Hawkeye.
- Poof! Ultron has disappeared.
- He's throwing water on the Hulk. Splash!
- What I mean is the Hulk is angry. Aargh!

4 Work in pairs. Practice saying the sentences emphasizing the onomatopoeias. Discuss what the sound effects mean.

5 Work in pairs. Choose a comic you like and share your opinions.

- Say what you like about the comic. Explain why.
- Give specific examples of the things you like about the comic.
- Ask your partner questions to clarify his or her answers.

6 Look at the *Self-Check* box and evaluate your use of language. Think of ways to improve.

Pronunciation Tip
Onomatopoeias (sound effects)
These are words that imitate natural sounds. They are a fun language tool used in literature, songs, and ads.

Self-Check

Yes — /
Exchange opinions
I expressed and acknowledged points of view
I clarified confusion
I asked questions

Onomatopoeias

Write a few onomatopoeias on the board, for example: Oops, Crash, Ooh (with a heart next to it), Yeah, Wow. Ask students to choose one onomatopoeia, pronounce it, and draw a picture for it. When students are done, have them share their pictures with the class.

Class 6

Objective: Exchange opinions

Language: *Don't you think he is happy?*

Charades

Have a volunteer think of an onomatopoeia and act it out, without making a sound for the class to guess. Invite the first student that guesses correctly to go to the front of the class and take the next turn.

1 Elicit from students what they remember from the listening activity in the previous class. If needed, remind them that the listening activity was about a conversation between two friends exchanging opinions about the comic they were reading. Then instruct students to open the *Activity Book* to page 74. Tell students

they will see expressions for exchanging opinions. Focus their attention on the *Learning Tip* and check comprehension. Next, have students work in pairs and match the expressions on the left to their meanings on the right.

Answers: (from top to bottom) c, a, b, e, d

- 2** Have students match the two parts of the sentences. Go around the class, helping when needed.

Answers: (from top to bottom) b, a, c

- 3** Focus students' attention on the sentences and questions in activity 2. Have students order them. Check answers as a class. Then divide the class into pairs and ask them to practice the conversation.

Answers: a. He is angry. That's what I think.—Angry? Why do you say that? c. Well, look at his face!—Don't you think he is happy? b. Happy? What do you mean?—What I mean is he has his superpowers again.

- 4** Have students look closely at the picture. Encourage them to be creative and imagine a story related to it. Tell students to complete the activity. Invite them to share their answers with the class and praise their creativity. Elicit what is happening in the picture. Ask students to react to each other's comments. Encourage them to use the expressions listed in activity 1. Repeat the steps with the remaining section about characters' feelings.

Answers: Answers may vary.

Product Step 2

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

Exchange opinions

Learning Tip

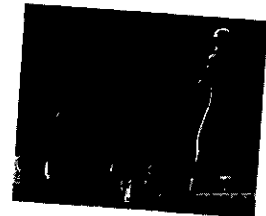
Opinions
There are many different expressions for exchanging opinions. Keep a record of new phrases and use them with variety. Always listen carefully to what the other person is saying so you can respond appropriately.

- 1** Look at the phrases from the recording in *Track 19* and match them to their meanings.

- | | |
|---------------------------|------------------------|
| a. Don't you think...? | clarifying information |
| b. That's what I think... | looking for agreement |
| c. What I mean is... | showing agreement |
| d. This is a great scene! | asking for specifics |
| e. Why do you say that? | showing enthusiasm |

- 2** Look at the picture and match the sentences to the responses.

- | | |
|--------------------------------------|--|
| a. He is angry. That's what I think. | |
| b. Happy? What do you mean? | |
| c. Well, look at his face! | What I mean is he has his superpowers again. |
| | Angry? Why do you say that? |
| | Don't you think he is happy? |



- 3** Work in pairs. Put the conversation from activity 2 in order and practice it.

- 4** Look at the picture and make notes in the chart. Exchange opinions about how the characters are feeling.

What is happening?

How do you think the characters are feeling?

I think they are...

Why do you think they feel like this?



Product

- 5** Work in your *Product* group. Assign a scene from your comic to each member. Design your panel and write the speech bubbles. Keep your work in your *Evidence Portfolio*.

- 6** Work with a *Product* partner. Make a comparative chart like the one presented in activity 4. Make notes in the chart about how the characters of your comic are feeling. Keep your chart in your *Evidence Portfolio*.

- 5** In their *Product* groups, students might assign different scenes of their comic to each member. They can design their panels and write the scripts for the speech bubbles. Students may use the notes they saved in their *Evidence Portfolio* as a reference if needed. They may also swap their panels to correct each other. Students keep their work in their *Evidence Portfolio* for future use.
- 6** Students work with a *Product* partner to make a comparative chart. They can use the chart in activity 4 as a reference. Students may adapt the questions in the chart according to the content of their comic. They will make notes in the chart about the feelings of the characters expressed in their comic. Students keep their charts in their *Evidence Portfolio* for future reference.

Class 7

Objective: Write a review

Language: *In this issue, the artwork is superb again and the characters are dynamic and realistic.*

Preparation

Bring pictures of characters from comics from Mexico and other parts of the world (*Asterix and obelix, The Burrons Family, Mafalda, Garfield, etc.*).

National and Foreign Comics

Ask students, *What are some comic characters from your country? Are they similar to American comics? And to other foreign comics? How are they different?* Show students the comic pictures you brought and have them try to guess the country they are from. Have a brief discussion about how comics can reflect the behavior and attitude of a country.

1 Have students open the *Activity Book* to page 75. Focus students' attention to the web page. Ask, *Where can you see a text like this? What kind of web page is it? Who might be interested in it?* Ask students to discuss in pairs and exchange their opinions to these questions.

2 Tell students that they will now read the web page in detail to match the sentences in bold in the text with the definitions below it. To do this, students should first read the text for a general idea and then read the sentences.

Answers: a. 5, b. 3, c. 2, d. 1, e. 4

3 Have students make a chart and write the characteristics of each of the reviews on a separate sheet of paper. Tell them to notice which characteristics are similar and which are different. Ask students, *What aspects does each review discuss? How many stars do they give? Do they talk about the text, artwork, or both?* Ask volunteers to share their findings. Tell them to keep their chart in their *Evidence Portfolio*.

Answers: *Answers may vary.*

Write a review

- 1 Work in pairs. Look at the web page and say who might be interested in it.
- 2 Read the reviews. Match the opinions in bold to their descriptions.

Comic Book World

The high-quality Batman stories just keep coming! **1) In this issue, the artwork is superb again and the characters are dynamic and realistic.** Batman goes against the Penguin and the Joker, who have taken Robin prisoner. Can Batman arrive in time to save his friend? ***

2) The Avengers team comes together to fight an alien force, which attacks the planet with a huge robot army. The comic is extremely colorful and there are some amusing texts. **3) The Hulk probably has all the best lines, but Iron Man is great as well.** Even Spider-Man, who has become more of a film star these days, appears in it. ***

Superman is nothing when he is near kryptonite, and Lex Luthor has plenty of the precious crystal. Superman has to escape from Lex, but he needs some help. **4) He gets this from Lois Lane, his news reporter girlfriend.** However, Lex has new friends from outer space who don't like Superman. **5) There are some atmospheric scenes in the darkness of the city that will keep you interested.** Most of the action takes place in the moonlight. **

a. A sentence about the images and how they make us feel. ____
 b. A sentence that refers to the dialogue in the story. ____
 c. A sentence that summarizes the story. ____
 d. A sentence about the quality of the drawings and the story. ____
 e. A sentence with information about another character. ____

3 Make a chart in your notebook. Compare the three reviews and write their characteristics.

Characters	Plot
Setting	Opinion

4 Write a one-paragraph review of a comic story you know. Follow the ideas in your chart and use the *Self-Check* box.

5 In pairs, exchange your reviews and correct any mistakes. Write a final version of your review.

6 Keep it in your *Evidence Portfolio* to evaluate your progress.

Self-Check
 Yes = ✓
 Interpret content
 I kept my review short
 I mentioned characters and plot

Unit 7 • 75

Ongoing Assessment: Comparative Chart

Use this activity to evaluate students' ability to

- express reactions to a text.
- share ideas.
- recognize graphic and textual components in a reading.

4 Students will use the *Self-Check* box to evaluate their performance in this activity and think of ways to improve it. You may want to read the *Self-Check* box with the class. Tell students that they will write a review of a comic they know, using the questions in the book as a guide. If students don't know any comics, ask them to do their review about the comic in the *Reader*. Have four volunteers read the questions, and check understanding of the word *setting*. (*The setting is the time and place where the action takes place.*) Encourage students to use their chart from activity 3 to make sure their reviews have the characteristics needed. Walk around and offer help when necessary. Do not check students' work yet.

Answers: *Answers may vary.*

- Tell students to exchange their paragraph with a partner and check each other's work. Students should take into account the list of questions and the chart from the previous activities. Give students a few minutes to do this. Then write a list of criteria on the board: *clarity*, *grammar*, and *spelling*. Have students do a second round of corrections for these characteristics.
- Have students keep their final version of the review in their *Evidence Portfolio*.

Ongoing Assessment: A Review

Use this activity to evaluate students' ability to

- express points of view and make preferences.
- support his/her ideas with arguments based on evidence.
- use of correct grammar and vocabulary.

Professional Reviewers

Have a volunteer think of a popular movie, preferably based on a comic or book. Tell him or her to give a review of the movie, without mentioning its name. Encourage the student to give as many details as possible. Have the rest of the class try to guess the movie. Invite the first student that guesses correctly to go to the front of the class and take the next turn.

Class 8

Objective: Create a comic

Language: *Congratulations! Now you have your first comic!*

Famous Comic Book Artists

Write on the board *Humberto Ramos*, *Edgar Delgado*, *Paco Medina*, *Alex Sinclair*. Ask students if they know who they are. Explain that they are Mexican comic book artists that are internationally recognized. Add that they draw popular characters and stories like *Spider-Man* (Humberto Ramos), *Star Wars* (Edgar Delgado), *Superman* (Paco Medina), and *Batman* (Alex Sinclair). Encourage

students that are interested in the comic industry, or in drawing, to research them. They sometimes give talks or workshops.

- Have students open the *Activity Book* to page 76. Ask, *What skills do you need to create a comic?* Encourage discussion in the classroom and accept any reasonable answers from students.
- Ask students to look at the pictures. Ask them to try to put the procedure in order. Then have them read the text and confirm their answers.
Answers: (from top to bottom) 2, 1, 4, 3
- Tell students to read the text again and answer the questions. Invite students to compare their answers in pairs.

Answers: a. everyone, b. their personalities and what they look like, c. Maybe three panels are enough, an introduction, a build-up, and a conclusion, d. ruler, pencil, ink

Product Step 3

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous

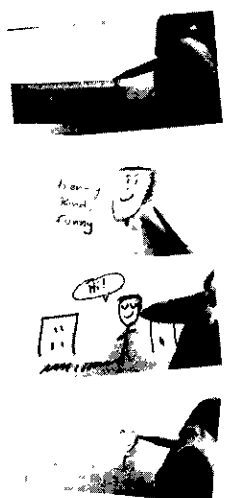
Create a comic

- In pairs, discuss what skills you need to create a comic.
- Read the article and number the pictures in order.

Everyone is an artist, and a fun, artistic way to express your ideas is by creating a comic strip. So, where do you start? First, decide on a topic. What are you interested in? Choose something that inspires you and then sketch your characters. Make notes in words and drawings. Think about their personalities and what they look like.

Now, write your story. How many panels do you need? (Tip: At first, keep your stories short. Maybe three panels are enough—an introduction, a build-up, and a conclusion.)

Next, it is time to draw your borders and do the lettering. Use a ruler and pencil to draw panels on a piece of paper. You can make them different sizes or the same. Then write in your captions. Again, use a ruler to keep the lines straight. Now get drawing! Use a pencil to sketch in a scene under each caption. Use the sketches of the characters you made earlier. When you are happy with your drawings, go over them with ink. Finally, draw word balloons around the lettering. Congratulations—now you have your first comic! Soon you will be making more complicated stories. Don't forget to show it to your friends!



- Read again and answer the questions.
 - Who can create comic strips?
 - What is important to think about when creating characters?
 - What recommendation does the article give about the length of the story?
 - What materials does the article mention?
- Work in your *Product* group. Follow the tips in the article to create your comic. Keep your work in your *Evidence Portfolio*.

To read more about this topic, visit www.ck12.org/learn/reading-comprehension/creating-comic-books/Book-215-5915

Product

76 • Unit 7

step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- In their *Product* groups, students will illustrate the panels of their comic. They should use the article in activity 2 as a reference. Students may help each other to improve their drawings. Students keep their comics in their *Evidence Portfolio* for future use.

Class 9

Objective: Present a discussion

Language: *I collaborated with my group.*

Picture Charades

Have a student think of a popular movie that all or most of the group would know. Ask the student to draw a quick comic panel of a scene of the movie on the board. Tell him or her not to use dialogue, only sound effects if needed. Have the class try to guess the movie. Invite the first student to guess correctly to go to the front of the class and take the next turn. Repeat as many times as possible.

Product Step 4

The students will finalize work on the Unit product in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

- Have students open the *Activity Book* to page 77. Students can swap comics with another *Product* group to exchange opinions on each other's work. They might discuss what they learned from the other teams' works. You may want to encourage them to ask questions based on what another student shared.

A Discussion

Step 4
Product

- Work with another group. Share your comics with another group.
- Discuss with the other group their ideas about your work and your ideas about theirs. Use the *Self-Check* box to evaluate your discussion.
- Present your comic to the class. Vote on the best comic.
- Work in groups. Use the following *Product Assessment Checklist* format to evaluate your group's work on the product.

Self-Check

Yes = ✓

- Exchange opinions
- I expressed my preferences
 - I expressed my point of view and listened to that of the others
 - I used examples to clarify confusion.

Product Assessment Checklist

Presentation Group:

Check the following items you feel you successfully completed with your presentation.

Team Work:

- I collaborated with my group.
- I was supportive and respectful of other team members.
- We shared the work equally.

Content:

- I did my share of the work correctly
- I described the scenes of my comic without help.
- I used a variety of words and expressions.
- I fluently took turns to present

Organization:

- I began the work promptly.
- I had all the previous material needed at hand.
- I completed the work on time.

Complete the following statements:

My strengths on this project were: _____

My challenges on this project were: _____

Changes I would make for the next project I will do are: _____

- Work in groups. Use the information in the *Product Assessment Checklist* to discuss your participation in the product. Come up with a list of guidelines to follow on future products.

Unit 7 • 77

- Students might discuss their own and the other group's ideas about their comics. They can make suggestions for improving the dialogues and explain how they can be enriched. Students may want to share their opinion about each other's drawings. You might want to encourage them to be respectful at all times and to use the examples to avoid confusion.
- Students present their comic to the class. They might get organized and vote for the best comic.
- Students look at the *Product Assessment Checklist* to evaluate their work. They might ask each other questions to solve their doubts.
- Students use the *Product Assessment Checklist* to evaluate their and their group's work on the product. They can work together to come up with suggestions for how to improve their work for future products or do it individually.

Class 10

Objective: Self-assess performance

Language: *Superhero movies are ridiculous, and so are the comics.*

Self-Assessment

Have students turn to page 78. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their attitudes, their progress, and what they learned.

Evaluate Your Attitude

1 Invite students to reflect on their attitude in the classroom during the unit. Have them read the statements and grade each one of them. Encourage students to think about specific activities to answer the questions and to extend their answers by listing examples. You can have a class discussion for students to share their thoughts and ideas on how to improve in the future.

Evaluate Your Progress

2 Individually, have students take out their *Evidence Portfolios* and look at their work. Encourage students to add any other work they want. Ask them guided questions: *Can you see progress in your work? How was your performance in the first activity compared to the last one?* Invite them to complete the statements in the *Evaluate Your Progress* section as honestly as possible.

2. Self-Assessment

1 Think about the attitudes you showed in this unit. Mark (✓) the options that best describe you.



- I always completed my work.
- I showed respect for myself and others.
- I collaborated with my classmates.
- I participated actively in class.
- I made my best effort.

Look at the attitudes that you marked as or . How can you improve in this/these aspect(s)?

2 Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Think about your progress throughout the unit and complete the statements.

- a. During the unit, I collected _ out of _ activities for my *Evidence Portfolio*.
- b. I also added _____ as evidence, because _____
- c. In the evidence activities _____ and _____, I can see I improved at _____.
- d. Looking at my answers in the *Self-Check* boxes, I realize I need to work on _____.
- e. For next unit, I'm going to _____.

3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment or suggestion in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...	Grade	Reflection
select and revise comic strips in English		
interpret content in comic strips.		
give personal information.		



Evaluate Your Achievements

3 Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the learning outcomes and use the scale to grade their learning. Motivate students to reflect on their progress. Invite them to think of strategies to improve their performance and give your suggestions. Ask them to reflect on the suggestions and create a plan for how to improve in the next unit.

Assessment

Photocopy *Assessment 7* on pages 172–173.

Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 180.

Suggested Evaluation Instrument: Self-evaluation and Peer Evaluation Card

Use the following *Self-evaluation and Peer Evaluation Card*, or a similar one, to evaluate students' product.

	x	+ -	✓
I actively worked in my team.			
I participated actively in the discussion.			
I gave examples to support my ideas.			
I used expressions to clarify, agree, or disagree where necessary.			
I gave constructive feedback.			

Go to the *Marking Criteria* on page 182 for further information.

Unit 8

Class 1

Objective: Use the dictionary to identify parts of speech

Language: A bilingual dictionary is a reference book.

About the Topic

Bilingual Dictionaries

Getting students to use a bilingual dictionary is not always easy. Some students prefer to rely on their teacher or classmates to provide the meaning of unfamiliar words. Therefore, it is important to stress that a bilingual dictionary, once its use has been mastered, will not only provide students a valuable learning tool, but also give them greater control over their own learning and, consequently, their lives. Once students have learned how to use a dictionary and taken more responsibility for their own learning, the teacher will find that classes are quieter and they have more time to give to students who have genuine difficulties acquiring a foreign language.

Share What You Know

If possible, project the Unit 8 images on the Class CD. Ask, *What do these images have in common? What do you think the topic of the unit is?* Elicit ideas and write them on the board. Have students open the *Activity Book* to page 79. Divide the class into groups and have them discuss the *Share What You Know* questions. Ask each group to report their ideas to the rest of the class.

Predict!

Have students open the *Reader* to page 93. Ask students to identify the title of the text: *Using a Bilingual Dictionary*. Ask students to look at the picture and encourage them to make predictions about the text: *What do you think the text is about? Who are the people in the picture? What are they reading?*

Unit 8

Share What You Know

- In groups, discuss the questions about language learning.
 - a. What do you think you need to be able to learn a language effectively?
 - b. What can you use a bilingual dictionary for?
 - c. How do you use a dictionary?
- Think about your participation in the discussion and answer the questions.
 - a. What language did you use to answer the questions?
 - b. Did you have any communication problems?

Language Tools

Academic and Educational Environment

Social Practice

- Write instructions to use a bilingual dictionary

Achievements

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

Product: A Manual

- Step 1: Make a list of the information found in a bilingual dictionary entry
- Step 2: Discuss how to use a bilingual dictionary and make notes
- Step 3: Organize notes into a manual and write a final version
- Step 4: Display the manual and give feedback

Write students' answers on the board. Divide the class into reading groups. Have them discuss the prediction questions. Have students look at the pictures on each page of the text to help them answer the prediction questions. Invite students to share their ideas with the class.

Read Silently

Have students open the *Reader* to page 94. Have them read the text silently. Encourage them to use the glossary at the bottom of the pages, but tell them not to worry too much about specific words and to focus on a general understanding. When they have finished, review students' predictions on the board. Ask students if they would like to change any of the information. Write the new answers next to the old ones.

Comprehension Check

Have students work in their reading groups. Ask students to answer the comprehension activities on page 104. Monitor students' work. Invite students from the different groups to share their answers with the class.

Answers: 1 a. Language learners, translators and interpreters, business people, and tourists. b. People use them as reference books. c. The words at the top of the page tell you the first and last entries on the page. 2 (from left to right, top to bottom) a, b, d, c, e. 3 Answers may vary.



Think and Order

Encourage students to tell you the uses of a bilingual dictionary: *a reference book, a means of building vocabulary by looking for synonyms, games such as a dictionary hunt, true or false games where the players have to guess if the given meaning of a word is true or false*, etc. List the ideas on the board. Have students work in groups to put the uses in order of importance. Encourage students to look up facts in reference books when they come across words they are not familiar with.

Class 2

Objective: Understand the use of textual components of bilingual dictionaries

Language: Put off is a phrasal verb.

Read the Text to Check Comprehension

Ask students the topic of the text and write it on the board: *Using a bilingual dictionary*. Ask them what they can remember about the text. Have students open the *Reader* to page 94 and read the text again. Check comprehension.

Page 94: *Who are some of the people who use a bilingual dictionary?*

Page 95: *Which section of the dictionary do you use to look up unfamiliar words?*

Page 96: *What do the words at the top of the page tell you?*

Page 97: *What's the abbreviation for an adjective?*

Page 98: *What are the functions of symbols and accents?*

Page 99: *What are the comparative and superlative forms of an adjective?*

Page 100: *What do you have to be careful about when using synonyms?*

Page 101: *How many words are there in a typical phrasal verb?*

Page 102: *Give an example of an idiomatic expression in Spanish.*

Page 103: *Why is a bilingual dictionary a "must have" for language learners?*

1 Read the text "Using a Bilingual Dictionary" on pages 93–103 of the *Reader*.

2 Find examples in the *Reader*, pages 93–103.

- a. Phonetic script for a word:
- b. A synonym of *little*.
- c. A phrasal verb:
- d. An idiom: _____

2 Decide which section of the dictionary each person needs, Spanish to English or English to Spanish.

a. What does *embarrassed* mean?

b. How do you say *cosa*?

c. How do you pronounce *language*?

3 Look at the dictionary entries and complete the table with the correct spellings of other words in US and British English and their translation.

Vocabulary Tip
American vs. British spelling
There are some well-known spelling differences between American and British English. *color* and *colour* are examples. It is important to recognize the most common ones.

center (BrE) centre /sentə/ n centro

color (BrE) colour /kʌlə/ n color

US	British	Translation
center	centre	centro
honor	a) _____	b) _____
c) _____	metre	d) _____
e) _____	favourite	f) _____
theater	g) _____	h) _____

Self-Check

Yes = ✓
Understand textual components
 I showed curiosity and interest
 I gave feedback
 I self-corrected and peer-corrected

80 • Unit 8

1 Have students open the *Activity Book* to page 80. Ask them to scan the *Reader* pages 93–103 to find an example of each of the words given.

Possible answers: a. /hæt/, b. small, c. take off, d. take a rain check

2 Read aloud the instruction. Invite students to read aloud the sentences, pausing after each one to ask the class for the appropriate section of the dictionary. Have students refer to the *Reader* if necessary.

Answers: a. English to Spanish, b. Spanish to English, c. English to Spanish

3 Focus attention on the *Vocabulary Tip*. Encourage students to give examples of the spelling differences mentioned in the tip: *color–colour, center–centre, traveling–travelling*. Have students work in pairs and complete the first two columns of the table. Copy the table on the board and invite students to complete it with their answers. Leave the table on the board for the following activity.

Answers: a) honour, b) honor, c) meter, d) metro, e) favorite, d) favorito, g) theatre, h) teatro

4 Have students work in groups. Tell them to share their techniques on how to remember new words in English and make a list for reference to keep in their *Evidence Portfolio*.

Unit 8

5 Students will use the *Self-Check* box to evaluate their performance in activity 4 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Class 3

Objective: Identify and use parts of speech

Language: A bilingual dictionary is a reference book.

Think and Tell

Ask students to take out their bilingual dictionaries. Have them look for a word in English and its equivalent in their mother tongue. Elicit from the class the different parts of speech. Ask students the different ways they can use their dictionaries and how the different uses benefit them as language learners.

Word Order with Adjectives and Nouns

Students often have problems telling the noun from a modifying adjective due to the different word order used in English. Remind students that the adjective usually comes before the noun it modifies and not after as it usually does in Spanish.

1 Have students open the *Activity Book* to page 81. Tell them to label the words of the sentence with the correct part of speech. Have students use *Reader*, page 97 as reference.

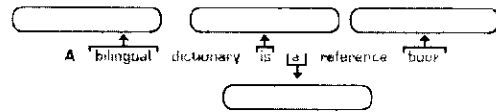
Observe in Context

Divide the class into four groups. Have students open the *Reader* to page 93. Elicit the name of the text. Review the different parts of speech and tell students to find an example of each part of speech on each page of the text. Have students read aloud their lists and make a class list on the board.

Identify and use parts of speech

1 Label the words of the sentence with the correct part of speech. Use the *Reader*, page 97, as a reference.

noun adjective verb article



2 Write the part of speech of the underlined words.

- We took an express train.
- I am running a marathon next month. I train every day.
- She wasn't very hungry, so she only had a light snack.
- Turn on the light. I can't see anything.
- Everyone left the building quickly when they heard the fire alarm.
- Turn left at the next corner.

3 Form your *Product* group. Look at dictionary entries on page 80, in the *Glossary*, and in a bilingual or monolingual dictionary. Make a list of the information you can find in each entry. Keep the list in your *Evidence Portfolio*.

4 Write another example for each part of speech. Use your glossary to find words.

Product



Parts of speech	Check What You Know Function	Examples
Verb	Show actions or states	be, go, ...
Noun	Name persons, places, things, or ideas	table, dog,
Adjective	Describe nouns and pronouns	pretty, old,
Adverb	Describe verbs, adjectives, and other adverbs	very, always, ...
Preposition	Indicate time, place, or position	up, down, ...
Pronoun	Take the place of nouns	he, she,
Conjunction	Join words and phrases	and, but,

Unit 8 • 81

2 Draw attention to the picture on the left. Explain that the meaning of the words are indicated with numbers; each number indicates a different meaning. The word can have one part of speech or several. Read the sentences and ask students to guess what type of words the underlined ones are by the context and word order in each sentence. Ask students to check their answers in the dictionary. Call out other parts of speech (*pronoun, adverb, preposition*) and have students tell you which words in the sentences they refer to.

Answers: a. noun, b. verb, c. adjective, d. noun, e. verb, f. adverb

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. It is also recommendable for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

- In their *Product* groups, students make a list of the information found in a bilingual dictionary entry. They might look at the dictionary entries on page 80, in the *Glossary*, and in a bilingual dictionary. They make a list of the information they can find in each entry, such as pronunciation and part of speech. Students keep their list in their *Evidence Portfolio*.
- Have students look at the *Check What You Know* box, think of the previous activities, and make a list of the parts of speech they can remember.
Possible Answers: (from top to bottom) *learn, happiness, blue, quickly, at, I, because*

Ongoing Assessment: Table with Classified Words

Use this activity to evaluate students' ability to

- use tables to classify types of words.
- write lists of textual components.
- link the abbreviation to its component.

Game: Stop

Divide the class into teams of three. Have each team draw a table with seven columns in their notebooks. Tell them to label the columns *verb, noun, adjective, adverb, preposition, pronoun, and conjunction*. Tell a student that you are going to say the alphabet quietly in your mind and he or she has to say *stop* at any time. When the student says *stop*, tell the class the letter you were thinking of and tell them to write an example in each column beginning with that letter. Encourage teams to use their dictionaries if they need to. Tell the first team to finish to shout *Stop!* Have the team read their answers to the class, and ask the class if the words are correct. If all the words are correct, award the team a point for each correct word plus five points for finishing first. Award the other teams

one point for each correct word they found. If no team finishes, stop the game after two minutes and award three points to the team or teams with the most words.

Class 4

Objective: Understand the use of bilingual dictionaries

Language: *From around 1600, the English colonization of North America resulted in the creation of American English.*

Create a KWL Chart

Create a KWL chart on the board with three columns. Write the heading *History of the English Language*. Encourage students to share what they know about the topic and ask them what things influence language: invasions, commerce with other countries, inventions, necessity for new vocabulary, popular expressions that come and go, misuse of words, etc. Write what students know in the K column of the chart. Divide the class into groups of three and tell them to discuss what they want to find out about the history of the English language. Suggest they consider how the meaning of words have

Understand the use of bilingual dictionaries

1 Number the paragraphs in chronological order.

2 Write a title for each paragraph.

- | | |
|---------------------------------------|---------------------------|
| a. Middle English (1100–1500) | d. Varieties of English |
| b. Late Modern English (1800–Present) | e. Old English (450–1100) |
| c. Early Modern English (1500–1800) | |

History of the English Language



The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has many more words. In the 19th and 20th centuries, the Industrial Revolution and technology created a need for new words. Also, the English language adopted words from many different countries.



In 1066, William the Conqueror, the Duke of Normandy (part of modern France), invaded and conquered England. As a result, French became the language of the royal court and rich people. However, the lower classes continued to speak a type of English. This language, called Middle English, became dominant in Britain in the 14th century.



During the 5th century, three Germanic tribes—the Angles, the Saxons, and the Jutes—invaded and stayed in Britain. These tribes spoke similar languages, which developed into what we call Old English. Native English speakers today do not understand most Old English. However, half of the most common words in Modern English have Old English origins.

To learn more about this topic, visit <http://www.childrensworld.com/learning-activities/languages/words> to explore the history of the English language.

3 In groups, follow the steps below.

- Find and underline the words you don't know.
- Based on the content, discuss the possible meaning of each word.
- Select a bilingual dictionary and locate the words. Compare and discuss the real meaning with what you wrote.



Today, American English is extremely influential. US culture dominates cinema, television, popular music, trade, and technology. But there are many other varieties of English around the world. These include Australian English, New Zealand English, Canadian English, South African English, Indian English, and Caribbean English.



In this period, many new words and phrases entered the language. The invention of printing meant that there was now a common written language. Books became cheaper and more people learned to read. Spelling and grammar became fixed, and in 1604 the first English dictionary was published.



changed, what words were popular in the pop culture of the sixties, or how language has changed in countries such as Australia and the US. Encourage groups to share what they want to find out about and complete the W column of the chart. Leave the chart on the board.

1 Have students open the *Activity Book* to page 82. Read the title: *History of the English Language*. Invite students to read aloud the different paragraphs. Pause between paragraphs to change to a different reader and ask comprehension questions. Read aloud the instruction. Ask students what clues they will look for in order to complete the activity: dates, the first and last sentences of each paragraph. Instruct students to number the paragraphs. Have them compare their answers with a classmate. Then tell them to read aloud the paragraphs in chronological order.

Answers: (left to right, top to bottom) 4, 2, 5, 1, 3

2 Invite students to read aloud the titles. Have them complete the activity and compare answers in pairs. Invite students to share their answers with the class.

Answers: (left to right, top to bottom) b, a, d, e, c

3 Divide the class into groups of three or four. Ask groups to assign a student to be the secretary and take notes of the discussion. Monitor the activity, helping with ideas and language as necessary. Invite students to share their answers with the class and encourage the class to comment. Draw students' attention to the KWL chart on the board from the beginning of the class. Focus attention on the W column and ask students if they have found anything they wanted to know about the history of the English language. Encourage students to share what they have learned from the text and complete the L column.

Answers: Answers may vary.

Class 5

Objective: Recognize expressions for clarifying and confirming meaning

Language: *These biscuits are tasty, aren't they?*

Class Discussion

Ask students if they have noticed different accents while watching movies or TV shows in English. Encourage them to tell you the names of the characters or actors that have distinctive accents. Ask them which accents they find easy to understand and which they find difficult. Invite students to mimic different accents. Encourage them to research other accents and to support their answers. Also, encourage them to look for information they are curious about.

1 Have students open the *Activity Book* to page 83. Ask them to work with a partner. Read the questions aloud and check comprehension. Have students discuss the questions. Invite them to share their answers with the class and encourage comments.

Recognize expressions for clarifying and confirming meaning

- In pairs, discuss the questions.
 - In which countries do people speak Spanish as a first language?
 - Is the dialect the same in each country? Can you give examples of different words that mean the same thing?
- Listen to Jeff and Tony talking at a film festival and answer the questions.
 - Which cities are the speakers from?
 - Where are they now?

Pronunciation Tip
British vs. American pronunciation
There are many different regional accents in both Britain and the US, as well as some differences between British and American speech.

3 Listen again and match the American English words to the British English equivalents.

American English		British English	
a. cookie	d. queue	apartment	vacation
b. flat	a. pants	film	trousers
c. movie	f. holiday	biscuit	line

4 Label the pictures with the American English words from activity 3.



To learn more about this topic, visit [www.pearson.com](#)

5 Practice saying the words in the chart in different ways. Use the phonetic chart on page 116 to help you.

Word	a. _____	b. _____
from	fɪm	fɹɒm
last	lɒst	lɛst
here	hɪə	hɪr

Self-Check
Yes --
Understand textual components
Identified and classified sounds

- Listen to the sentences and label the columns in activity 5 UK or US.
- Look at the **Self-Check** box and evaluate your use of language. Think of ways to improve.

- 2 Write the following pre-listening questions on the board: *Who is speaking? What are they speaking about?* Tell students to listen and answer the questions. Play *Track 20*. Check the pre-listening questions orally. Read the activity questions and play the track again. Check answers orally with the class.

Answers: a. Jeff is from New York and Tony is from London. b. Los Angeles.

Track 20

(See page 188.)

- 3 Ask students to match the words individually and then compare their answers with a partner. Play *Track 20* again and have them check their answers.
Answers: (from top to bottom) b, c, a, f, e, d
- 4 Draw attention to the *Pronunciation Tip* and answer any questions. Have students label the pictures. Invite them to share their answers with the class. Finally, ask the class to name the items using British English.
Answers: (from left to right) pants, movie, cookie, holiday
- 5 Have students work in pairs. Ask them to take turns reading aloud the words and checking their partner's pronunciation.

- 6 Read aloud the instructions and play *Track 21*. Have students compare answers.

Answers: a. UK, b. US

Track 21

(See page 188.)

- 7 Students will use the *Self-Check* box to evaluate their performance in activity 6 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Game: Where am I from?

Have students write a sentence in their notebooks using either American English or British English. Invite students to come up and read aloud their sentence using the corresponding accent. Encourage the class to guess the country they are from.

Class 6

Objective: Clarify and confirm information



Language: *You're from London, aren't you?*

Game: Guessing

Divide the class into teams of three. Have each team write a brief manual to use an object (e.g., tablet, air conditioner, calculator, washing machine), without using its name. Tell them to use the imperative and encourage them to check the *Reader* as a guide. Give them two minutes. Then have a volunteer team read their manual. If another team guesses the object, both teams win a point. Have the team that guessed read their manual. If nobody guesses, the team that read the instructions has to write them and loses a point. Once everyone has participated, finish the game and award the team with more points. Monitor the activity to make sure students use the verbs in imperative form correctly.

Clarify and confirm information

Learning Tip
Question Tags
We use question tags to check that something is true or to seek for agreement.

1 Read the sentences and underline the question tags.

- You're from London, aren't you?
- He is here, isn't he?
- You don't call them trousers, do you?

2 Match the clarifications to the confirmations.

a. These cookies are tasty, aren't they?	Yes, he is.
b. He is here, isn't he?	___ No, we don't.
c. You don't call them trousers, do you?	Yes, they are.
d. British English and American English don't sound the same, do they?	___ Yes, I am.
e. You are from the US, aren't you?	No, they don't

3 In pairs, complete the dialogue and practice saying it with your partner.

aren't they it is don't you isn't it I do they are

Ben: You have a bilingual dictionary, 1) _____ ?
 Girl: Yes, 2) _____ . I use it every day.
 Ben: They are very useful, 3) _____ ?
 Girl: Yes, 4) _____ . You can check spelling and pronunciation.
 Ben: Sometimes the spelling is confusing, 5) _____ ?
 Girl: Yes, 6) _____. There are different spellings for Britain and the US. I check the pronunciation with the phonetic script.

4 Use the *Self-Check* box to evaluate your use of language.

5 Work in your *Product* group. Take out the entry information list from your *Evidence Portfolio*. Discuss why and how we use the information in an entry and take notes in an outline. Keep the outline in your *Evidence Portfolio*.

1 Phonetic script


- To find out how to pronounce a word
- Use the phonetic chart to sound out the symbols

6 Look at the question tag activities on this page and underline the correct options.

Check What You Know

- If the main verb is positive, the question tag is *positive / negative*.
- If the main verb is negative, the question tag is *positive / negative*.

84 • Unit 8



Common Problems

Make sure students understand that tag questions are only used orally or in written dialogues. Tell students that in a tag used to confirm something we already know, the intonation goes down. In a tag used as an actual question, the voice rises.

- 1 Have students open the *Activity Book* to page 84. Draw students' attention to the *Learning Tip*. Read it out loud and check comprehension. Encourage students to think of situations in which people would need to clarify and confirm information: applying for a passport, checking in at the airport, checking alibis at the police station, checking IDs. Read aloud the questions and invite students to act it out. Have students underline the question tags.

Answers: b. isn't he?, c. do you?

- 2 Read the questions aloud using falling intonation. Draw attention to the tag questions and encourage students to tell you what they notice about them, as compared to the verbs in the sentences. Ask which ones are negative and which are positive. Ask students if they would expect a negative or positive answer if the tag question is negative. Draw attention to the answers. Ask students what clues will help them match them to the questions: If they are negative or positive, if the auxiliary *do* or the verb *to be* is used, what pronouns are used. Check answers by reading aloud the questions. Invite individual students to give you the corresponding answers.

Answers: (from top to bottom) b, c, a, e, d

- 3 Have students work in pairs. Invite individual students to share their answers aloud. Have students practice the dialogue with their partners. Monitor the activity, helping with intonation when necessary. Invite pairs to role-play the dialogue in front of the class.

Answers: 1) don't you, 2) I do, 3) aren't they, 4) they are, 5) isn't it, 6) it is

- 4 Students will use the *Self-Check* box to evaluate their performance in activity 3 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Product Step 2

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 5 In their *Product* groups, students use their entry information list from their *Evidence Portfolios* to discuss how to use a bilingual dictionary and make notes. They might discuss why and how they use the information in an entry and make notes in an outline. The may include their personal experience when using dictionaries to improve their manual on how to use bilingual dictionaries. Students save their outline in their *Evidence Portfolio*.
- 6 Refer students to the *Check What You Know* box and underline the correct options to complete the sentences.

Answers: 1. negative, 2. positive

Class 7

Objective: Write an essay

Language: *I speak Spanish with my friends and family every day.*

Brainstorm

Divide the class into groups of four or five. Tell them to make a list of all the people they know, famous or otherwise, who can speak English. Have them make another list of all the famous people they know who cannot speak English. Invite groups to share their lists and write a class list on the board. Review the list and encourage the class to tell you how English makes a difference to the lives of the different people on the list.

Write an essay

- 1 Have students open the *Activity Book* to page 85. Read aloud the instruction and ask students the meaning of *skim*: *To read a text quickly for general understanding without paying attention to specific words or sentences.* Read the suggested titles for the essay aloud and have students skim the text. Check answers orally with the class: *Which is the best title?* Ask students why the other titles are not as good.

Answer: c

- 2 Read aloud the instruction and ask students if they are going to skim the text or read it more carefully. Have students write their reasons for learning English and compare their answers with a classmate. Invite volunteers to write their reasons on the board. Encourage the class to discuss them and number them in order of importance. Ask students to write a clean version of their sentences on a separate sheet of paper. Tell them to keep their sentences in their *Evidence Portfolio*.

Possible Answer: People speak English all over the world. It is the international language of business, science, technology, banking, and medicine. Great music, movies, and TV shows are in English. To communicate with family members living in the USA. To improve job opportunities.

Ongoing Assessment: Sentences

Use this activity to evaluate students' ability to

- use correct punctuation and standard spelling.
- write sentences in sequence.
- edit their work to write final versions.

- 3 Ask students which connectors are used to add information: *and, as well as, in addition to*. Write them on the board. Repeat with connectors that are

- 1 Read the essay and write the correct title.
 - a. Is English important for business?
 - b. Why is it important to learn English?
 - c. Do you need English to travel?

people
English
business

1. I am Mexican and my first language is Spanish. I speak Spanish with my family and friends every day. However, at school I have to learn English for three hours every week. Why is it important that I learn English?

2. People speak English all over the world—more than any other language except Mandarin Chinese. English is the international language of business, science, technology, banking, medicine, and more. It is also the main language of great music, film, English, as well as movies and TV shows.

3. I want to go to a foreign country. I want to travel to other countries and communicate with people. I wish I could communicate in English and I want to have conversations with them. I think that I should learn English. I think English is a very important language to learn. I wish that learning English would be more fun when I was in school!

- 4 Read the essay and write a list of reasons for learning English.

people
English

people
English
business

- 5 In pairs, study the tips for writing an essay.

- Answer the question and focus on the topic.
- Give your essay a clear structure: introduction, arguments, and conclusion.
- Use appropriate connectors in order to add (*also, and, plus*), contrast (*but, however*), or give reasons (*because, for this reason*).

- 4 Write an essay to answer the question. Use the *Self-Check* box to evaluate your work.

How can you improve your English?

- 5 In pairs, exchange and correct your work. Write a clean version of your essay. Keep it in your *Evidence Portfolio* to evaluate your progress.

Unit 8 • 85

used to contrast: *but, however, although*, and connectors that are used to give reasons: *because, so, so that*. Ask students to find and read aloud the introduction, the arguments, and the conclusion in the text essay and notice which connectors are used. Have students work in pairs to study the tips for writing an essay.

- 4 Students will use the *Self-Check* box to evaluate their performance in this activity and think of ways to improve it. You may want to read the *Self-Check* box with the class before asking students to answer it. Students will write an essay. Monitor the activity, helping with ideas and language when necessary.
- 5 Divide the class into pairs and have students exchange essays. Tell them to check for spelling and grammar errors, and mark them between the lines. Encourage them to write comments in the margins on how to improve the essay. Then ask students to write a final draft of their essay including corrections. Monitor the activity, helping as needed. Tell them to keep their essay in their *Evidence Portfolio*.

Unit 8

Ongoing Assessment: An Essay

Use this activity to evaluate students' ability to

- give ideas and opinions relevant to the topic.
- support opinions with reasons and examples.
- express ideas in a clear and logical way.

Read Aloud the Essay

Invite students to read aloud their essays to the class. Encourage students to comment on each essay and ask questions. Display the essays around the classroom.

Class 8

Objective: Write and edit instructions

Language: Which is the most common noun in the English language?

Game: True or False

Ask students to take out their bilingual dictionaries. Ask them to identify the two sections: English-Spanish and Spanish-English. Explain that for the next game, they will be using the English-Spanish section. Tell them to choose three words and write their meanings. Tell them to think of a false meaning for each word and write it next to the true meaning. Monitor the activity, helping with ideas and language as needed. Divide the class into groups of four. Tell students to take turns reading aloud a word, along with its two meanings. Have the other students say which meaning is true and which is false. Award a point for each correct guess. The student with the most points at the end of the game is the winner.

Write and edit instructions

Product

1 Work in your product group. Take out your dictionary entry outlines from your *Evidence Portfolio*. Arrange your ideas for how to use a bilingual dictionary into topics.

Use these sub-topics:

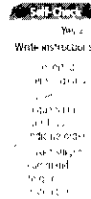
How to use a bilingual dictionary

2 Organize your notes for three topics in the charts. Make sure your group covers all the topics. Use the *Reader* pages 93–103 to help you.

Topic	Instruction	Example	Tip
-------	-------------	---------	-----

Topic	Instruction	Example	Tip
-------	-------------	---------	-----

Topic	Instruction	Example	Tip
-------	-------------	---------	-----



3 In your *Product* group, write a final version of your manual. Combine your topics and notes.

4 Organize your steps into a logical order. Use sequencing words, imperatives, and abbreviations.

Test: Turned, Turn, Next, After that, Monday.

Check: First, Open, Check

Put, adjust.

5 Check with your *Product* group that the manual is complete. Use the *Self-Check* box. Save it in your *Evidence Portfolio*.

88 • Unit 8



Product Step 3

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 1 Have students open the *Activity Book* to page 86. In their *Product* groups, students use their dictionary entry outlines from their *Evidence Portfolios*. They can arrange their ideas for how to use a bilingual dictionary into topics. Students might look at the example answer in their *Activity Book* to help them form their own ideas.
- 2 Students will organize their notes for three topics in the charts. Students must make sure their *Product* group covers all the topics. They must also use the *Reader* pages 93–103 for further reference. They may want to divide the work by assigning one topic to each member.

- In their *Product* groups, students will write a final version of their manuals. They might combine their topics and notes into one single text for the manual. Students can follow the notes they made in the chart in activity 2.
- Students will organize their steps into a logical order. They must use sequencing words, imperatives, and abbreviations to make their manuals coherent and cohesive. They can look at the example answer in their *Activity Book* to help them organize their steps.
- In their *Product* groups, students will organize notes into a manual and write a final version. Students will check that their manual is complete. They will use the *Self-Check* box to ensure they cover all the items in the list. They can proofread their work when they finish writing. Students keep their final version of the manual in their *Evidence Portfolio* to display it in a future session.

Ongoing Assessment: Writing steps

Use this activity to evaluate students' ability to

- remember and use repertoires of words and expressions.
- express ideas in a clear and logical way.

Class 9

Objectives: Present a manual

Language: *The words at the top of the page will tell you if you can find your word on the page.*

Game: Dictionary Hunt

Divide the class into groups of three and tell them to take out their bilingual dictionaries. Write the word *class* on the board. Tell groups to look up the word in their dictionaries and make a note of another word that appears in the entry. If the entry contains a synonym, tell students to make a note of it.

- Display your group's manual in the classroom. Walk around and read each other's manuals. Ask and answer questions.
- Use the *Product Evaluation Rubric* to evaluate your work on the product.

Product Evaluation Rubric

Category	Excellent (9–10 points)	Adequate (6–8 points)	Inadequate (4–5 points)
Content Score	Explained clearly the uses of a dictionary, and why and how to use it.	Explained some uses of a dictionary, but not clearly how to use it.	Didn't explain clearly the uses of a dictionary, or why and how to use it.
Use of language Score	Gave simple, clear instructions. Used sequencing words to indicate order.	Gave instructions, but sometimes confusing. Used some sequencing words to indicate order.	Gave confusing instructions. Didn't use sequencing words to indicate order.
Preparation Score	Had all the materials needed. Completed. Teacher paid correctly.	Had most of the material needed. Completed his/her part of the work with difficulty.	Didn't have all the material needed. Couldn't complete his/her part of the work.
Organization Score	Began work promptly and finished task on time.	Didn't start to work on time, but finished task on time.	Didn't start to work on time, and didn't finish task on time.
Total	Comments:		

- Work in groups. Compare your score in each of the categories. Give feedback to each other. Use the questions as guidance.
 - In what category did you have more points?
 - In what category did you have fewer points?
 - Which member of your team had the highest score in that category? Ask him/her for advice.

If the entry does not contain a synonym, tell students to make a note of a word that appears in the definition or the example sentence. Tell groups to look up the new word in their dictionaries and find another word, either a synonym or a word in the definition. Tell groups to continue finding and looking up new words. Stop them after two or three minutes and have groups share their last word with the class. Write the words on the board and encourage students to tell you the different meanings. Declare the group that looked up the most words the winner.

Product Step 4

The students will finalize work on the Unit product in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

- Have students open the *Activity Book* to page 87. In their *Product* groups, students will display their manual and give feedback in the classroom. They can walk around and read each other's manuals. Students ask and answer questions based on their manuals. They may vote for their favorite manual.

Unit 8

- 2 Students will use the *Product Evaluation Rubric* to assess their performance in the product and get a final product score based on the categories included in the rubric.
- 3 Students can work in groups to compare their scores in the *Product Evaluation Rubric* and then give feedback to each other. They can use the questions as guidance.

Game: List Swap

Divide the class into four teams. Have each team search words in the dictionary and write as many words as they can in two minutes. Then have them swap lists. Tell them that now they have two minutes to classify the words by parts of speech. Ask them to return the list to the original team and have them check the answers. Award one point for every word that is correctly classified. The team with the most points wins.

Class 10

Objective: Self-assess performance

Language: *alphabet*: n all the letters of a language; *alfabeto*

Self-Assessment

Have students turn to page 88. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their attitudes, their progress, and what they learned.

Evaluate Your Attitude

- 1 Invite students to reflect on their attitude in the classroom during the unit. Have them read the statements and grade each one of them. Encourage students to think about specific activities to answer the questions and to extend

Self-Assessment

1 Think about the attitudes you showed in this unit and use the scale to evaluate yourself.

Excellent + Needs improvement

1. Grade How can I achieve a better grade next time?

prepared for class
turned in my work on time
paid attention during lessons.
participated actively.
worked well with other students
asked for help when needed

2 Look at the *Self-Check* boxes and your *Evidence Portfolio*. Add any other work you want to include in it and answer the questions.

- a. How many activities did you collect from the *Evidence Portfolio*?
- b. What other activities did you add as evidence?
- c. Which activities were easy to complete?
- d. Why?
- e. What do you need to work on?

3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment in the *Reflection* column.

3 = Perfectly 2 = OK 1 = With difficulty

I can...	Grade	Reflection
select and revise bilingual dictionaries		
understand the use of textual components of bilingual dictionaries		
write instructions.		
edit instructions		

their answers by listing examples. You may want to ask students to share their results with a partner and give each other ideas on how to improve in the future.

Evaluate Your Progress

- 2 Individually, have students take out their *Evidence Portfolios* and look at their work. Encourage students to add any other work they want. Ask them guided questions: *Can you see progress in your work? How was your performance in the first activity compared to the last one?* Invite them to complete the statements in the *Evaluate Your Progress* section as honestly as possible.

Evaluate Your Achievements

- 3 Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the learning outcomes and use the scale to grade their learning. Motivate students to reflect on their progress. Invite them to think of strategies to improve their performance and give your suggestions. Ask them to reflect on the suggestions and create a plan for how to improve in the next unit.

Suggested Evaluation Instrument: Questionnaire

Use the following *Questionnaire* or a similar one to evaluate students' product.

- Does the text include all the points related to the activity?
- Is the text presented in a logical and understandable way?
- Is the register and format appropriated to the activity?
- Does the text include vocabulary and grammar previously learned?
- Is the message clear?

Go to the *Marking Criteria* on page 182 for further information.

Assessment

Photocopy *Assessment 8* on pages 174–175. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 181.

Class 1

Objective: Identify descriptions of processes

Language: *Digestion begins in the mouth, when you chew and swallow, and is completed in the large intestine.*

About the Topic

The Human Body

The human body and its systems are essential to life. They are complex systems that have developed over millions of years of evolution. Each system of the body and its parts have developed to perform different functions. Some of these systems provide our body with energy, while others aid in getting rid of waste products. Together, when our body systems are working properly, they keep our body running in good health. Good nutrition and exercise can help our body systems perform well. Adolescent nutrition can be a challenge. Ads for junk food and images of impossibly thin adolescents give kids conflicting and unhealthy ideas about what they should eat.

Share What You Know

If possible, project the Unit 8 images on the *Class CD*. Ask, *What do these images have in common? What do you think is the topic of the Unit?* Elicit ideas and write them on the board. Have students open the *Activity Book* to page 89. Divide the class into groups and have them discuss the questions. Have each group report their ideas to the rest of the class. Draw an outline of the human body on the board. Ask students to name different internal organs and systems. Invite students to come up and draw organs of the body and have them label as many organs as possible, but tell them not to worry if they don't know the names at this stage.

Unit 9

Share What You Know

- In groups, discuss the questions about your health and body.
 - a. What do you do to stay healthy?
 - b. How important is nutrition for you?
 - c. What body systems do you know?
- Think about your participation in the discussion and answer the questions.
 - a. What language did you use to exchange opinions?
 - b. Did you participate with confidence?

Discovering Your Body

Social Practice

- Write notes to elaborate human body schemes.

Achievements

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

Product: Notes for a Human Body System Diagram

- a. Research and describe a body system
- b. Write a description of the process of a body system
- c. Write a scientific text of the process of a body system
- d. Create a diagram and notes
- e. Exhibit the diagram and notes

Predict!

Have students open the *Reader* to page 105. Ask students to identify the title of the text: *The Human Body*. Ask students to look at the picture and encourage them to make predictions about the text: *What do you think the text is about? What do you think you will learn from the text? What do you think is the purpose of the text?* Write students' answers on the board. Divide the class into reading groups and have them discuss the prediction questions. Invite students to share their ideas with the class.

Read Along

Have students open the *Reader* to page 106. Play *Track 22* and have students follow the text in the *Reader*. Tell them not to worry about specific words, but rather to focus on a general understanding. When they have finished, review students' predictions on the board. Ask students if they would like to change any of the information. Write the new answers next to the old ones. Invite students to come up and complete the diagram on the board. Tell them to use information from the *Reader*.

Track 22

(See pages 106–115 of the *Reader*.)

Comprehension Check

Have students work in their reading groups. Ask students to answer the comprehension activities on page 116. Walk around the class and monitor students' work. Invite students to share their answers with the class. Encourage them to discuss which strategies they used to understand the text and exchange comprehension tips.

Answers: 1 a. The nostrils, b. The trachea, c. The lungs, d. The larynx; 2 a. kidney, b. urethra, c. ureter, d. bladder; 3 *Answers may vary.*

Game: Think and Line Up

Write the following along the top of the board: *The Circulatory System, The Urinary System, The Respiratory System, The Digestive System.* Have some students come to the front. Tell them you are going to name a component of a system or say a fact about one, and they have to line up in front of the corresponding title on the board: *Stomach. There are valves that prevent blood from flowing back to the atria.* Tell students who line up in front of the wrong system to sit down. The students still standing at the end of the game are the winners.

Class 2

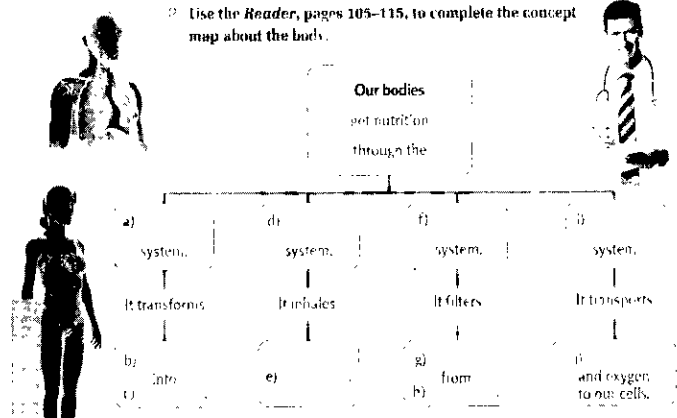
Objective: Revise and understand information about human body systems
Language: *The respiratory system controls breathing.*

Review the Topic

Ask students the topic of the text from the *Reader* and write it on the board: *The Human Body.* Ask students what they can remember about the text. Make notes under the title.

- 1 Divide the class into reading groups. Have students open the *Reader* to page 105. Have students read quietly. Ask questions to check comprehension about each page (see below). Have students identify words that are similar in English and Spanish and encourage them to use the glossary at the bottom of the pages.

- 1 Read the text "The Human Body" on pages 105–115 of the *Reader*.
- 2 Use the *Reader*, pages 105–115, to complete the concept map about the body.



- 3 Complete the chart with the words in the box. Add more words to complete the chart.

skin heart nostrils kidneys mouth diaphragm stomach vein

Body systems				
Digestive System	Respiratory System	Excretory System	Urinary System	Circulatory System
mouth				

- 4 In groups, discuss which body system you think is the most important. Give reasons for your ideas.
I think that the ... is most important because ...
The ... is more important than the ... because ...
- 5 Look at the **Self-Check** box and evaluate your participation in the discussion. Think of ways to improve.

- Page 106: *How does the body break down food?*
 Page 107: *Where does digestion begin?*
 Page 108: *What are the two parts of the digestive system?*
 Page 109: *Where does the body get most of its oxygen from?*
 Page 110: *When do we release carbon dioxide?*
 Page 111: *What does the excretory system filter?*
 Page 112: *What is the principal function of the urinary system?*
 Page 113: *How many types of blood cells are there?*
 Page 114: *What does the heart use to pump blood around the body?*
 Page 115: *Do veins take blood towards or away from the heart?*

- 2 Have students open the *Activity Book* to page 90. Have students work in pairs to complete the concept map. Encourage them to refer to the *Reader*, pages 105–115. Copy the map on the board and invite students to come up and complete it.
Answers: a) digestive, b) food, c) nutrients, d) respiratory, e) air, f) excretory, g) waste substances, h) blood, i) circulatory, j) blood

- 3 Focus attention on the chart. Invite students to read aloud the headings. Pause between headings and ask one or two questions about the corresponding systems. Invite a student to read aloud the words in the box. Have students complete the chart with the words in the box. Encourage them to refer to the *Reader* if they

Unit 9

are unsure as to where the different body parts go. Have students compare answers with a classmate. Copy the chart on the board and invite students to come up and add their answers to it.

Answers: *Digestive system:* mouth, stomach;

Respiratory system: nostrils, diaphragm;

Excretory system: skin; *Urinary system:* kidneys;

Circulatory system: heart, vein

- 4 Have a class discussion about the body systems that students think are most important. Make sure they give reasons for their ideas. Focus students' attention on the sample language they can use to express their opinions.
- 5 Students will use the *Self-Check* box to evaluate their performance in activity 4 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

• Ongoing Assessment: Group Discussion

Use this activity to evaluate students' ability to

- interpret non-verbal communication.
- give opinions based on evidence.

Class 3

Objective: Describe body systems

Language: *Chemicals are released by the salivary glands into the digestive tract.*

Think and Tell

Have students open the *Reader* to page 105 and review the text. Elicit the different body systems from the class. Have them tell you one function for each system and write them on the board. Ask students, *How does knowledge about the body teach you to take care of your body?*

Common Problems

Intransitive verbs cannot be used with the passive voice.

Intransitive verbs are verbs that don't take an object in a sentence. Some examples of intransitive verbs are *come, die, go, happen, itch, occur, rain, rise, and walk*. For example, we can't say *John is gone to the beach*.

- 1 Have students open the *Activity Book* to page 91. Focus attention on the *Learning Tip*. Read it aloud and check comprehension: *Would we use the active or the passive to say a person was affected by an action? Give me an example.* (John was hit by the ball.) Encourage students to give examples of people or things affected by actions and write them on the board. Next, have students convert the sentences by asking them who or what was responsible for the result of the sentence: *The ball hit John*. Encourage students to convert the other sentences into the active voice. Draw students' attention to the example sentences. Divide the class into groups of three. Tell them to discuss and answer the questions. Check answers orally with the class. Draw attention to the underlined words and elicit what happens to the verb in the passive sentence. Ask which auxiliary verb we use (*to be*) and what happens to the main verb (it is in the past participle). Have students open the *Reader* to page 112. Have students read the page for examples of the passive voice. Ask volunteers to point out the verb forms and who or what are the subjects and objects.
Answers: a. The subject becomes the object. b. We use *to be* + past participle.
- 2 Invite students to read aloud the sentences. Pause between sentences to ask the class if the sentences are active or passive. Change the reader after each sentence.
Answers: a. A, b. P, c. P, d. A, e. A
- 3 Read aloud the instruction and sentences. Have students work in pairs and rewrite the sentences. Walk around and monitor the activity, helping as needed. Invite students to come up and write their answers on the board. Ask the class if they are correct and invite students to come up and correct any errors.
Answers: a. The circulatory system is formed by the heart, blood, and blood vessels. b. Breathing is controlled by the respiratory system. c. Food is transformed into nutrients by the digestive system. d. Waste is filtered by the excretory system. e. In the alveoli, carbon dioxide is replaced by oxygen.

Describe body systems

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. It is also recommendable for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

- 4 In their *Product* groups, students will choose a body system from the *Reader* pages 106–115, describe it to each other, research more information, and take notes. You may encourage students to do research in the library or on the Internet. Students keep their research notes in their *Evidence Portfolio* for future reference.
- 5 Refer students to the *Check What You Know* box and have them read the instructions. Monitor the activity and check answers with the class.

Ongoing Assessment: Description of a System

Use this activity to evaluate students' ability to

- use the passive forms of the verbs.
- put sentences in order.
- make a description based on illustrations.

Game: Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Write the names of different parts of the body in the squares. Divide the class into two teams: O and X. Have each team take turns to choose a square and give a piece of information about the corresponding body part. If the information is correct, allow the team to put their symbol in the square. The first team to complete a horizontal, vertical, or diagonal line wins.

Learning Tip

The passive voice is used to describe actions that are done to the subject of the sentence. In the active voice, the subject of the sentence performs the action.

1 Read the sentences and answer the questions.

Subject
Object

Active: Salivary glands release chemicals into the digestive tract.

Subject
Object

Passive: Chemicals are released by the salivary glands into the digestive tract.

- a. What happens to the subject of the active sentence when the sentence changes to passive?
 - b. How does the form of the verb change in the passive sentence?
- 2 Read the sentences and mark if they are **A** (active) or **P** (passive).
- a. From all the oxygen that a human breathes, 20% goes to the brain.
 - b. The face is made up of 14 bones.
 - c. Every day, 400 gallons of recycled blood are pumped through the kidneys.
 - d. The human heart weighs less than a pound.
 - e. The human liver performs over 500 functions.
- 3 Rewrite the sentences about the body in the passive form.
- a. The heart, blood, and blood vessels form the circulatory system.
The circulatory system is formed by the heart, blood, and blood vessels.
 - b. The respiratory system controls breathing.
Breathing is controlled by the respiratory system.
 - c. The digestive system transforms food into nutrients.
Food is transformed into nutrients by the digestive system.
 - d. The excretory system filters waste.
Waste is filtered by the excretory system.
 - e. In the alveoli, oxygen replaces carbon dioxide.
Carbon dioxide is replaced by oxygen in the alveoli.
- 4 Form your *Product* group. Choose a body system from the *Reader*, pages 106–115. Describe it to each other, research more information, and take notes. Keep your notes in your *Evidence Portfolio*.
- 5 Look at the examples of the passive voice on this page and underline the correct option.

Product



Check What You Know

In the passive voice, the doer of the action is *not* important.

Class 4

Objective: Read and analyze descriptions

Language: *Different cultures around the world have a history of body art practices.*

Game: Word Association

Have students stand in a circle. Crumple up a piece of paper to make a ball. Explain that you are going to say a word and throw the ball to a student: *art*. That student has to catch the ball and say another word associated with *art*: *paint*. He or she then throws the ball to another student who has to say a word associated with *paint*: *brush*. Tell students who take longer than five seconds to think of a word to sit down. If the association is not clear, ask the student to explain it.

- 1 Divide the class into pairs. Have students open the *Activity Book* to page 92. Have them read the first question. Then go over the answer as a class.

Answers: A moral or ethical consideration

Unit 9

2 Have students work in groups and refer them to the situations below. Encourage them to discuss what they would do in each and have them explain why. Compare answers with the members of other teams.

Answers: Answers may vary.

3 Have groups compare their point of view with each other. Ask them to express out loud if they agree with their group members' reactions or not. Encourage them to give reasons why they agree or disagree.

Answers: Answers may vary.

4 Encourage students in their groups to choose a situation they would all have the same reaction to. Have them write down all their reasons and explain them thoroughly to the rest of the class.

Answers: Answers may vary.

Ongoing Assessment: Dialogue Based on Questions and Answers

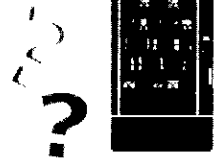
Use this activity to evaluate students' ability to

- exchange points of view.
- collaborate and show respect in school work.
- use and extend repertoires of words.

Propose and answer questions about the human body

Scruples

- In pairs, decide what a scruple is.
 - A disagreement
 - An illness
 - A moral or ethical consideration
- In groups, discuss each situation and decide what you would do. Add your own ideas to the arguments on the cards below.
- Compare your group's ideas with your own using a Venn diagram. Discuss your conclusion with your team.
- In your group, make a decision about what you would do in one of the situations. Write a list of reasons and present them to the class.



Situation 1

Your school wants to put some vending machines on its premises. A small percentage of sales of snacks will go towards buying new books for the school. Do you think this is a good idea?

YES

If I can get healthy food from these machines, like peanuts or orange juice, then it is a good idea. A vending machine will provide me with food that can give me energy for the day. Plus, we need new books in class.

NO

Those machines only sell junk food. They can't sell fruit because it wouldn't stay fresh in the machine. We should have an agreement with local fruit suppliers. Fruit is cheaper.

Situation 2

You and your friend have joined a sports club. You have promised not to eat junk food and to exercise three times a week. Your friend goes away for the weekend and another friend invites you for a burger, which is your favorite food. Do you go?

YES

I have been exercising and eating healthy food for weeks. The best way to get fit is to follow a balanced diet. That means I'll go for a burger, and I will tell my other friend about it.

NO

I should never break a promise to my friend. We decided to join this club together. I can still go out with my other friend, but I'll just drink water and eat salad.

12 • Unit 9

Class 5

Objective: Identify how body systems work

Language: After that, the blood is sent back from the lungs to the left atrium.

Game: Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Write the following passive verbs in the squares: *is found, is located, are connected, is carried out, are released, is produced, are transported, is filtered, is created*. Divide the class into two teams: O and X. Have each team take turns to choose a square and say a sentence using the passive verb and a part of the body. If the sentence and the information are correct, allow the team to put their symbol in the square. The first team to complete a horizontal, vertical, or diagonal line of squares, wins.

1 Have students open the *Activity Book* to page 93. Have students work in pairs to mark the functions of the heart. Check answers with the class and ask for more reasons why the heart is important.

Answers: a, b, d

Identify how body systems work

2 Write the following pre-listening questions on the board: *Who is speaking? What part of the body is he speaking about? What health advice does he give?* Play *Track 23*. Invite students to answer the questions on the board. Focus students' attention on the diagram and have them describe it. Read the words in the box aloud and check comprehension. Play the track again, pausing after each body part in the box is mentioned, and have students choose the correct answer.

Answers: a. Veins bring blood to the heart;
b. The arteries take blood from the heart;
c. The heart is divided into four parts;
d. Blood enters through the right atrium;
e. Ventricles make pumping blood easier.

Track 23

(See page 188.)

3 Read aloud the *Pronunciation Tip*. Have students practice making the /z/ sound. Have students say the words in the box to themselves and think about whether they have an /s/ sound or a /z/ sound. Play *Track 24*, pausing after each word from the box to give students time to write it in the corresponding column. Have students compare their answers with a classmate. Play the track again, and check answers with the whole class. Invite students to read aloud the words in each column, paying attention to the pronunciation of the final s.

Answers: /s/: parts, fruits; /z/: is, ventricles, vegetables, exercise

Track 24

(See page 189.)

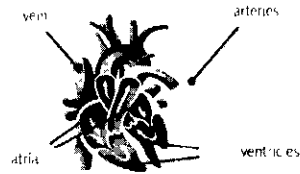
4 Have students read the tongue twister silently. Play *Track 25* and have students follow in their books. Play the track again and have students read aloud the tongue twister with the recording. Encourage students to say it as fast as possible. Ask volunteers to say the tongue twister out loud to the class.

Track 25

(See page 189.)

- 1 In groups, mark (✓) the reasons why the heart is important. Then think of more reasons.
- a. It pumps blood around the body.
 - b. It helps the body dispose of waste.
 - c. It digests food.
 - d. It helps distribute oxygen around the body.

2 Listen to the documentary and underline the correct options.



- a. Veins bring blood to take blood from the heart.
- b. The arteries bring blood to take blood from the heart.
- c. The heart is divided into three / four parts.
- d. Blood enters through the right / left atrium.
- e. Ventricles make pumping blood more difficult / easier.

Pronunciation Tip

Pay attention to the final /s/ sound in the words in the box. Write the words in the correct column.



Look at the diagram. Write the words in the correct column.

2 Listen to the sentences and write the words in the correct columns according to the pronunciation of the final /s/ sound.

- a. It pumps blood around the body and provides it with oxygen and nutrients.
- b. The heart is divided into four parts, two atria and two ventricles.
- c. Eat plenty of fruits and vegetables, and do a lot of exercise.

	/s/	/z/
pumps		provides
nutrients		

4 Listen and repeat the tongue twister.
We pass through systems of cells and vessels.
Vessels and cells surround systems of veins.

5 Look at the *Self-Check* box and evaluate your use of language. Think of ways to improve.

5 Students will use the *Self-Check* box to evaluate their performance in activity 4 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Class 6

Objective: Describe a process

Language: First, blood enters the right atrium through the arteries.

Game: Toss and Tell

Crumple up a piece of paper to make a ball. Have students stand in a circle. Stand in the center of the circle and toss the ball to a student. Tell the student to name a part of the body and throw the ball to another student, who then has to say another part of the body. Explain that the parts of the body shouldn't be repeated. Continue until each student has had a turn.

Common Problems

Although sequencing words can go before the main verb, they are usually used at the beginning of the sentence when a process is being described.

Unit 9

- 1 Have students open the *Activity Book* to page 94. Ask students to underline the verb forms with a classmate. Invite students to read aloud the verbs.

Answers: enters, is pumped, is sent, pumps

- 2 Draw attention to the poster. Ask students if the sentences are in active or passive voice (active). Have students complete the sentences individually.

Answers: 1) makes, 2) tells, 3) hurt, 4) send

- 3 Focus attention on the illustrations and encourage students to describe them. Have students work in pairs and number the sentences in the correct order. Invite students to read aloud the sentences in the correct order.

Answers: (from top to bottom) 3, 4, 1, 2

- 4 Focus attention on the words in the box. Ask students which word goes at the beginning of a process: *first*. Explain that the other two words are interchangeable. Tell them to use passive voice where possible.

Answers: a. First, you hurt yourself. b. Then/ After that, the messages are sent to the brain by the nerves. c. After that/Then, you are made to feel pain by the brain. d. Finally, you are told to get help by the brain.

Product Step 2

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 5 In their *Product* groups, students will use their research notes to write a description of the process of one body system. You may want to encourage students to use sequence words to organize their descriptions. Students keep their descriptions in their *Evidence Folder* for future reference.

Describe a process

- 1 Read the description of the process of how the heart works. Underline the verb forms.

First, blood enters the right atrium through the veins. Then it is pumped to the lungs by the right ventricle through the pulmonary artery. After that, the blood is sent back from the lungs to the left atrium. Finally, the heart pumps the blood out of the left ventricle to the rest of the body.

- 2 Read and complete the sentences with the correct form of the verbs in parentheses.

How does pain work?

- The brain 1) (make) you feel pain.
- Your brain 2) (tell) you to get help
- You 3) (hurt) yourself.
- The nerves 4) (send) messages to the brain

Self-Check
Yes ✓
No ✗

Describe human body systems

1. Write a word to describe

2. Write a sentence to describe

3. Write a word to describe

4. Write a sentence to describe

- 3 In pairs, read the sentences from activity 2 and number them in the correct order.

- 4 Use the sequence words in the box to write a description of the process in activity 2. Evaluate your description using the *Self-Check* box.

first then after that finally

First

Product

- 5 Work in your *Product* group. Share your notes about a body system. Write a description of the process of one body system. Keep your description in your *Evidence Portfolio*.

- 6 Look at the examples on this page and underline the correct option to complete the rule.

Check What You Know

We use the *active / passive* voice to describe a process.

94 • Unit 9

- 6 Refer students to the language used across the page. Ask them to define how it should be used and choose the best option to complete the rule.

Answers: passive voice

Game: Hangman

Draw a gallows on the board. Divide the class into two teams. Play hangman using the names of the parts of the body. Tell one team to think of a word and have one of their members come to the front of the class. Tell the student to draw a line for each letter of the word. Explain that the other team has to guess the word by saying letters they think the word contains. If a letter is in the word, the student writes it on the corresponding line. If isn't, he or she begins to draw a picture of a hanged man on the gallows, one feature at a time (head, body, arms, hands, legs, and feet) for each letter the other team says that isn't in the word. If the team guesses the word before the hanged man is complete, they get a point. Have teams alternate writing the word and guessing it.

Class 7

Objective: Write a scientific text

Language: *First, we inhale air through the nostrils.*

Game: Guess the Process

Have students work in pairs. Tell them to think of a simple everyday process like brushing their teeth or taking off a sweater. Tell them to write out the process using sequencing words, but without mentioning the names of the key items. Invite pairs to read aloud their process to the class and encourage the class to guess: First, you put it in the hole. Then you turn it several times. After that, you take it out again. Finally, you put the shavings into the garbage.

Answer: Sharpening a pencil

1 Have students open the *Activity Book* to page 95. Draw attention to the text and encourage students to tell you what kind of text it is (scientific). Read aloud the instruction and ask students what words in the text will give them a clue as to the order of the paragraphs (the sequencing words). Tell them to scan the text for the words and number the paragraphs in the correct order. Invite students to read silently. Ask comprehension questions.

Answers: (from top to bottom, left to right) 2, 1, 5, 4, 3

2 Divide the class into pairs. Read aloud the instruction and ask pairs to label the parts of the diagram. Tell students to refer to the text for help.

Answers: (from top to bottom, left to right) nostrils, lungs, trachea

3 Read aloud the instruction and ask pairs to answer the questions. Monitor the activity and encourage students to share their answers with the class.

Answers: a. To explain how the respiratory system works. b. It enters through the nostrils. c. Carbon dioxide. d. It helps the reader visually understand the text.

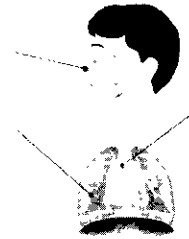
- 1 Read the description from a science textbook and number the paragraphs in the correct order.

The Respiratory System

First, we inhale air through the nostrils. They filter the air that we breathe.

- 1 This is how the respiratory system works. The respiratory system is in charge of breathing. Breathing is the process by which oxygen in the air is brought into the lungs and into close contact with the blood.

Finally, the blood absorbs the oxygen and carries it to all parts of the body. At the same time, the blood gets rid of carbon dioxide, which is carried out of the lungs with the air that is breathed out.



After that, the bronchi, which are two tree-like branches, take the air to the lungs.

Then the air travels past the pharynx and the larynx, along the trachea, eventually reaching the bronchi.

- 2 Label the parts of the diagram with the words in bold.

- 3 In pairs, read the text again and answer the questions.

- What is the purpose of the text?
- Where does air enter the body?
- What does blood get rid of?
- How does the diagram help you understand the text?

Writing Tip

Use sequencing words to connect the descriptions of the process.

Product

- Choose a different body system and write your own scientific text using the *Writing Tip*. Use images and sequencing words to connect the descriptions of the process.
- Exchange and correct your work with a *Product* partner.
- Write a clean version of your scientific text. Keep it in your *Evidence Portfolio* to evaluate your progress.

Product Step 3

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 4 Students will choose a different body system and write their own scientific text using the *Writing Tip*, images, and sequencing words to connect the descriptions of the process. You may want to support students by eliciting a list of requirements for the text and writing them on the board, for example: *title, purpose, number of steps, sequencing words, and intended audience*. Students may use the text in activity 1 as a model. You could encourage students to use information from the *Reader*, or find information from a different source in the library or on the Internet. Students should use double spacing and wide margins to facilitate the writing of corrections and comments.

Unit 9

- Students will exchange and correct their scientific texts with a *Product* partner. They may mark the corrections between the lines and write comments in the margins.
- Students will write a clean version of their scientific text. They should correct grammar and spelling mistakes marked by their *Product* partner, as well as use their partner's suggestions to improve content, structure, and style. Students keep their scientific text in their *Evidence Portfolio* for future reference and to evaluate their progress.

Ongoing Assessment: A System Diagram

Use this activity to evaluate students' ability to

- order sentences.
- use punctuation signs correctly.
- write the description of a process.

Read and Share

Invite students to present their scientific texts, and encourage the class to ask questions about the process. Have the class vote for the best text. Display the texts around the classroom. Encourage students to read them in their free time.

Class 8

Objective: Create diagrams and writing notes to describe them

Language: *Those machines only sell junk food.*

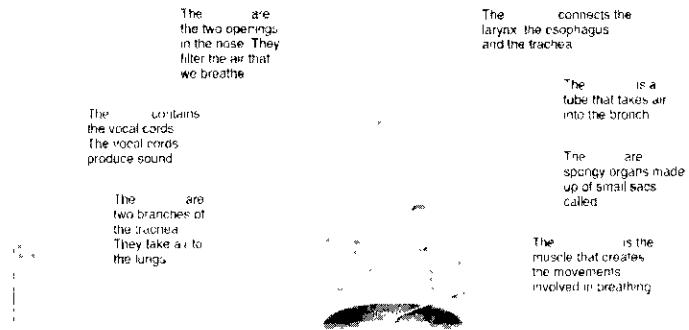
Game: Four Picture Story

Choose and cut out four pictures that are related in some way from a magazine. For instance, the pictures could be taken in the same place or involve the same people. Make them as interesting as possible. Divide the class into groups of three or four. Tell groups to outline a story around the pictures. Explain that they only need to write one sentence about each picture, but

Create diagrams and write notes to describe them

- Look at the diagram and mark (✓) the information it gives.

The Respiratory System



- It names the parts of the respiratory system.
- It says what each part does.
- It describes the process of how we breathe in simple steps.
- It illustrates how the parts are connected.

- Complete the summary of the respiratory system.

body blood breathe

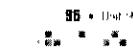
When we 1) _____, the oxygen in the air goes to the
2) _____ through the alveoli. Then carbon dioxide from
the blood is released outside the 3) _____.

- Work in your *Product* group. Look at the diagram in activity 1 and discuss how useful it is. Answer the questions.

- How can you improve the diagram?
- What other information can you give?

- In your *Product* groups, use your materials from your *Evidence Portfolio* to create your body system diagram.

- Make corrections and save the final version in your *Evidence Portfolio*.



they can write more if they want to. Tell them to begin each part of the story with a sequencing word: *first, then, after that, finally*. Walk around and monitor the activity, helping with ideas and language as necessary. Invite students to read aloud their stories.

- Have students open the *Activity Book* to page 96. Have students look at the diagram and read the information given. Then have them read the sentences below. Instruct students to put a tick next to each sentence that describes the diagram.

Answer: a. ✓ b. ✓ c. ✓ d. ✓

- Ask students to read the instructions. Have them complete the text and share the information with the class. Encourage peer correction.

Answers: 1. breathe; 2. body; 3. blood

Product Step 4

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step.

You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 3 In their *Product* groups, students will look at the diagram in activity 1 and discuss how useful it is. They will answer the questions. You may want to encourage groups to share their answers with the class.
- 4 In their *Product* groups, students will use their description of a body system notes and scientific text from their *Evidence Portfolio* to create a similar diagram to the one in activity 1 for the body system they chose.
- 5 Students will exchange their diagram with a *Product* partner to check each other's work and make a final version of their diagram. They should make the necessary corrections marked by their partner. Students save the final version of their diagram in their *Evidence Portfolio* for their display.

- 1 Work in your *Product* group. Use graphic resources to link the notes to the diagram. Use the *Self-Check* box to revise your work.
- 2 Display your notes and diagram in the classroom to create an exhibition.
- 3 Walk around the room. Ask and answer questions about the notes and diagrams.
- 4 Work in groups. Use the following *Group Evaluation* format to evaluate your team's work on the product.

Self-Check

Describe body systems

1. I prepared notes and diagrams for my team.

2. I prepared notes and diagrams for my team.

3. I prepared notes and diagrams for my team.

4. I prepared notes and diagrams for my team.

Group Evaluation Score: /40

Write the number that best describes your group's performance during this product.

- 4 = excellent 2, 3 = OK 1 = needs improvement
1. Our group was able to agree on all task assignments.
 2. Our group was organized and had all the previous material needed.
 3. Our group was able to figure things out without a lot of help from the teacher.
 4. Our group shared the work equally among group members.
 5. The ideas of every group member were listened to.
 6. Group members helped each other.
 7. Group members stayed on task and completed their assignments on time.
 8. Everyone in the group participated in the final presentation.
 9. Our diagram was clear and the notes understandable.
 10. Our group delivered high-quality work.

Answer the questions.

1. What do you think was the strength of your team in this project?
2. How could your team work together more effectively next time?

- 5 Work in groups. Use the information in the *Group Evaluation* to discuss your participation in the product. Compare each others' evaluations, check your similar and different answers, and discuss why your answers may vary.

Class 9

Objective: Write the description of a process in a conventional manner, using connectors

Language: *Then carbon dioxide from the blood is released outside the body.*

Game: Picture Charades

Write the names of some body parts seen in the unit onto slips of paper. Invite a student to the front and give him or her one of the slips of paper. Explain that the student is going to draw the body part on the board and the rest of the class has to guess what it is as the student is drawing. Invite the first student to guess the body part correctly to come up and take the next turn.

Product Step 5

The students will finalize work on the Unit product in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

- 1 In their *Product* groups, students will use graphic resources to link the notes to the diagram. They will use the *Self-Check* box to revise their work.
- 2 Students exhibit their diagrams and notes in the classroom.
- 3 Students will study the information in the diagrams. You may ask questions about it, allowing teammates to help each other out.
- 4 Students will work in groups and use the *Group Evaluation* format to evaluate their team's work on the product.
- 5 Students will use the information in the *Group Evaluation* to discuss their participation in the product. They should compare each other's evaluation, check their similar and different answers, and discuss why their answers may vary.

Unit 9

Game: Guess the Process

Divide the class into teams. Tell teams to think of an everyday procedure or process with four steps. Tell them to write down the steps using sequencing words. Monitor and check language. Ask a team to come up and read aloud the third step of their process. Ask the other groups to raise their hands if they know the process. If the answer is correct, award the group four points. If it is wrong, deduct four points. Continue until a team gets it right. If the other teams can't guess, ask the team at the front to read aloud another step and award or deduct three points. Continue in the same way until the process is guessed correctly. If it isn't guessed at all, award five points to the team at the front. Continue with other teams. Make a note of the points for each team to find the winner at the end of the game.

Class 10

Objective: Review conventional manners to describe a process

Language: *Your heart, liver, and lungs are protected by the ribs.*

Self-Assessment

Have students turn to page 98. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their attitudes, their progress, and what they learned.

Evaluate Your Attitude

1 Invite students to reflect on their attitude in the classroom during the unit. Have them read the statements and grade each one of them. Encourage students to think about specific activities to answer the questions and to extend their answers by listing examples. You can have a class discussion for students to share their thoughts and ideas on how to improve in the future.

Self-Assessment

1 Think about the attitudes you showed in this unit. Choose the option that best describes you. Then answer the question.

During this unit, I...

Always Frequently Rarely Never

completed the activities in my book.
delivered tasks complete and on time.
participated actively.
was respectful to my classmates and teacher
made my best effort.

Think of an example when you were respectful to your classmates or your teacher.
How did it make you and others feel? Why?

2 Look at the work in your Evidence Portfolio and add any other work you want to include in it. Then look at the Self-Check boxes. Grade your progress on the scale.

Very good Very poor

Quality of evidence
Extra evidence added
Self-Check grades
Improvement from previous unit

3 Choose from 1-3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment in the Reflection column.

3 - Perfectly 2 - OK 1 - With difficulty

I can...	Grade	Reflection
revise and understand information about the human body systems.		
propose and answer questions about the human body systems.		
write notes to describe diagrams.		
edit diagrams in team and with the guidance of the teacher.		

Evaluate Your Progress

2 Individually, have students take out their Evidence Portfolios and look at their work. Encourage students to add any other work they want. Ask them guided questions: *Can you see progress in your work? How was your performance in the first activity compared to the last one?* Invite them to complete the statements in the Evaluate Your Progress section as honestly as possible.

Evaluate Your Achievements

3 Draw attention to the evaluation chart in the Evaluate Your Achievements section. Encourage students to assess their work throughout the unit. Have them read the learning outcomes and use the scale to grade their learning. Motivate students to reflect on their progress. Invite them to think of strategies to improve their performance and give your suggestions. Ask them to reflect on the suggestions and create a plan for how to improve in the next unit.

**Suggested Evaluation Instrument:
Checklist**

Use the following *Checklist*, or a similar one, to evaluate students' product.

- ___ The student's project included all the points needed.
- ___ The student presented the text in a logical way.
- ___ The student used the grammar and vocabulary learned in the unit.
- ___ The student used connectors to link sentences.
- ___ The student used graphic material to complement the text.
- ___ The student communicated the message clearly.
- ___ The student developed the sentences logically.
- ___ The student's speech was intelligible.
- ___ The student led the discourse actively.
- ___ The student didn't hesitate while presenting.

Go to the *Marking Criteria* on page 182 for further information.

Assessment

Photocopy *Assessment 9* on pages 176–177. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 181.

Class 1

Objective: Identify encyclopedia descriptions

Language: *Many Aborigines were killed or put onto reservations.*

Brainstorm

Write the word *culture* on the board. Have students discuss in groups what they consider to be part of a culture: *language, music, art, clothes*, etc. Write their answers as headings on the board. Have groups copy the headings on a piece of paper and come up with three examples for each heading: *Spanish language, salsa, reggae music*. The first group to bring their completed list to the front wins.

About the Topic

Indigenous Groups Around the World

Indigenous peoples (referred to as aboriginal, native, and first nations) are defined as ethnic groups from a specific region, usually contrasted with the ethnic groups that arrived later and often took control. For indigenous people, the loss of power resulted in historical inequalities that, in many cases, persist to this day. Today, the indigenous population is estimated to be between 300 to 350 million people, just under 6% of the total world population. Indigenous peoples live in over 72 countries, and some of the better known groups include Native Americans and the Inuit (the United States, Canada), Basques (Spain), Maori (New Zealand), Bushmen (Southern Africa), and Yucatec Mayas (Mexico). The United Nations declared 2005–2014 the Second International Decade of the World's Indigenous People in an effort to support indigenous people in questions of sovereignty, environment, language, cultural traditions, and natural resources.

Unit 10

Share What You Know

- In groups, discuss the questions about indigenous groups in your country.
 - a. Which indigenous groups live in your region?
 - b. What do you know about them?
 - c. What do you think people should do to protect tradition, culture, and languages in your country?
- Think about your participation in the discussion and answer the questions.
 - a. What language did you use to answer the questions?
 - c. Did you have any communication problems?

Strength in Numbers

Activities and Encyclopedic Entry

Social Practice

- Present information about linguistic diversity

Achievements

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

Product Oral Presentation

1. Research a region of Mexico and select information
2. Make and write an encyclopedic entry notes for a presentation
3. Rehearse the presentation in groups
4. Give the presentation and ask and answer questions

Share What You Know

Ask students to open the *Activity Book* to page 99. Draw attention to the pictures or project the Unit 10 images on the *Class CD*, and ask students questions about them: *Where do you think these people live?* Introduce the concept of indigenous peoples, as explained above. Have students work in pairs to discuss the questions on the page. Ask students to identify the title: *Strength in Numbers*. Invite students to give ideas of what the phrase can mean. Explain that it is an idiomatic expression that means that a group of people has more influence or power than an individual person. Have students discuss why this may be true.

Predict!

Have students open the *Reader* to page 117. Ask them to identify the title of the text: *Social Groups*. Ask students to look at the photos and read the *Contents*. Ask them to identify words that are repeated throughout the text (*language, culture, traditions*). Write students' predictions on the board. Divide the class into reading groups and have them discuss the prediction questions. Have students look at the pictures on each page of the *Reader* to help them answer the questions. Invite students to share their ideas with the class.

Read Along

Have students open the *Reader* to page 118. Play *Track 26* and have students follow the text in the *Reader*. Ask them to pay attention to the volume and rhythm of the narrator. Encourage them to use the glossary at the bottom of the pages, but tell them not to worry too much about specific words at this point. When they have finished, review students' predictions on the board. Ask students if they would like to change any of the information. Write the new answers next to the old ones.

Track 26

(See pages 118–127 of the *Reader*.)

Comprehension Check

Have students work in reading groups. Ask students to answer the comprehension activities on page 128. Encourage them to go back to the text and underline the information that helps answer each question. Walk around the class and monitor students' work. Invite students from different groups to share their answers.

Answers: 1 a. 750,000, b. 300,000, c. 1540, d. 1821, e. 48,000; 2 *Animals:* kangaroos, deer, bears, emus, buffalo, snakes; *Crops:* fruit, corn, roots, beans, pumpkins, tobacco, seeds; *Other:* milk, cactus, honey; 3 *Answers will vary.*

Hold a Debate

Assign one of the following roles to each group: representative of an indigenous group, member of a national government, director of a national heritage museum, teenagers from an indigenous group. Tell each group to decide what their opinion would be on maintaining the cultural practices and traditions of indigenous people. Have each group make notes on their points of view. Ask one member from each group to present their case. Hold a class debate and encourage students to ask questions.

Class 2

Objective: Understand encyclopedia entries

Language: *The Huichol language is called Wixarika.*

Describe Your Culture

Go around the class and have each student describe one thing about their culture: *We speak Spanish. People dance salsa. Family is really important.* Have each student suggest a new point. If students can't think of one, guide them by eliciting answers: *What types of food do we eat? What types of music originated here?* Once everyone has named something, invite students to add anything else they can think of.

Review the Topic

Write the topic of the text from the *Reader* on the board: *social groups*. Ask students what they can remember about the text.

Understand encyclopedia entries

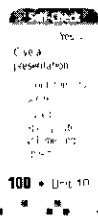
- 1 Read the text "Social Groups" on pages 117–127 of the *Reader*. Work in groups of three: Students A, B, and C. Use the *Reader*, pages 117–127, to make notes about your indigenous group.
- 2 Tell your group about the indigenous people you read about and complete the chart with the information your classmates give you.



	Aborigine Student A	Cherokee Student B	Huichol Student C
Origins and location			
Traditional society, language, and culture			
Historical conflict			
Present-day culture and concerns			

- 3 Match the words to their meanings. Then look for examples in the *Reader*, pages 117–127.

a. Contents	a title for one section of a text
b. Glossary	definitions of difficult words in a text
c. Footnote	extra information placed below the text
d. Bibliography	the main title for the whole text
e. Heading	a list that shows how the book is divided
f. Subheading	the sources that are mentioned in an article or book



- 4 In groups, discuss the questions.
 - a. Why is it important to protect the language and traditions of different cultures?
 - b. What problems do you think the groups will have in the future?
- 5 Look at the *Self-Check* box and evaluate your participation in the discussion. Think of ways to improve.



- 1 Divide the class into reading groups of three: students A, B, and C. Have them open the *Reader* to page 117. Tell students A to read the text about Aborigines, students B to read the text about Cherokee Indians, and students C to read the text about the Huichol. Remind them to use the *Contents* to go to the right section. Tell them not to worry about specific words, but rather to focus on a general understanding. When they have finished, help students reflect on the register of the text: *Is the text formal or informal? Why? Who is the intended audience?* Have groups discuss the reading strategies they use to understand a text and take notes. Check ideas as a class. Elicit the name of the strategies they identified (re-reading, search for specific words, skimming, underlining) and why they are useful. Ask the class general comprehension questions after students read each page.

Page 118: *How did Aboriginal tribes differ from each other?*

Page 119: *What happened to the Aborigine people when British colonizers arrived in Australia?*

Page 120: *In what ways are modern Aborigines different from their ancestors? How are they the same?*

Page 121: *How do Cherokee Indians view the world?*

Page 122: *Did men and women do the same things for the community?*

Page 123: *Why did Cherokee Indians fight with the government?*

Page 124: *Are the Cherokees the only American Indian tribe?*

Page 125: *Where do the Huichol live?*

Page 126: *What are some important symbols in Huichol life?*

Page 127: *What are some jobs that Huichol do?*
- 2 Have students stay in their reading groups. Tell them to open the *Activity Book* to page 100. Have each student fill in the table about the indigenous group he or she read about from memory.

Elicit some of their notes and write them on the board. Tell the class to check the *Reader*, pages 117–127, to see if their notes are correct. Have them complete the information, filling in anything that was missed.

- 3 Divide the class into groups of three. Read aloud the text components one by one and elicit what students already know about them. Have groups answer the activity. Encourage them to find examples in the *Reader* to support their answers.

Answers: (from top to bottom) f, b, c, e, a, d
- 4 Write the word *indigenous* on the board. Make a mind map by asking students for word associations: *old, tradition, culture, land rights, heritage, language, tribe*. Write the words on the board. Refer students to the questions and ask them to discuss the answers with a partner. Elicit different answers from the class.

Answers: Answers will vary.
- 5 Students will use the *Self-Check* box to evaluate their performance in activity 4 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Save Your Culture

Tell students to imagine that their culture is disappearing. Ask them to write down which three traditions they would like to keep and why. Afterwards, have students get back into their groups of three to compare lists and come up with a final list. Finally, ask the class for ideas and write them on the board. Hold a class vote to decide on the three most important traditions.

Class 3

Objective: Describe a social group

Language: *Their number is estimated at 60,000.*

Jeopardy

Divide the class into three teams and have them think of a name for their team. Write the name of each team on the board. Give teams information about one of the indigenous groups in the *Reader* and have them respond with the appropriate question: *They live in Australia. Who are the Aborigines?* Give each group at least three turns and write the questions on the board.

Think and Tell

Review the text from the *Reader* with the class. Draw a table on the board with three columns and five rows. Elicit the three indigenous groups from the text and write them as headings. Organize students into five groups and assign a topic to each group. Tell groups to consult the *Reader* and *Activity Book* to complete their row of the table. Elicit answers from each group and write them on the board.

Describe a social group

Passive Voice

The passive voice is used when what happened is more important than who did it. For example, if we want to know who did something, then the active *Sandy sent the package* answers our question. If we are interested only in what was done, for example, in the case of an angry customer who has not received the package and who does not care to know who sent it, then we use the passive: *The package was sent (by Sandy)*.

Active

Subject + verb + object
Sandy sent the package.

Passive

Subject + *be* + past participle (by agent)
The package was sent (by Sandy).

- 1 Have students open the *Activity Book* to page 101. Have them read the sentences and questions in activity 1. Tell them to focus on the aspects that the questions mention. Ask students to study the sentences and write their answers. Encourage them to use the *Grammar Reference* on page 115 of the *Activity Book* for further reference, if needed. Check answers as a class.

Answers: a. *Present:* the first and third sentences; *Past:* the second, fourth, and fifth sentences. b. We form the present passive with *am/is/are* + past participle, and we form the past passive with *was/were* + past participle.

Observe in Context

Divide the class into four groups and assign each group a tense: active present simple, passive present simple, active past simple, passive past simple. Have students open the *Reader* to page 118. Tell each group to go through the text and find examples of their assigned tense. Elicit examples from groups and write some of them on the board.



- 1 In pairs, read the sentences and answer the questions.
Their number is estimated at 48 000. Many Aborigines were killed or put onto reservations.
They originated in the Ice Age.
Maize is a symbol of life in the Huichol culture. These beliefs were practiced at ceremonies.

- a. Which sentences are in the past and which are in the present?
- b. How do we form present passive and past passive sentences? What is the difference?

- 2 Rewrite the sentences using the passive voice.

- a. People respect indigenous cultures today.
Indigenous cultures are respected today.
- b. Europeans took their land.
Their land
- c. More Cherokees spoke Tsalagi in the past.
Tsalagi
- d. Many Huichols sell arts and crafts.
Arts and crafts

- 3 Complete the encyclopedia extract with the correct form of the verbs in parentheses.



Product

Lacandon people 1) _____ (locate) in the southern rain forest in Chiapas, Mexico. Lacandons look similar to their ancestors, who 2) _____ (know) as Mayan Indians. Lacandon's traditional life 3) _____ (influence) by modern culture. Lacandons still live in huts, but they 4) _____ (own) town cars, flat screen televisions, and other goods

- 4 Work in your *Product* group. Choose a diverse area of Mexico where people speak different languages. Find information about it (languages, clothing, history, and traditions). Keep your research in your *Evidence Portfolio*.

- 5 Look at the examples of the passive voice on this page and answer the question.

Check What You Know

1. Which auxiliary verb do we use with the main verb in passive sentences?

- 2 Have students work individually. Go through the answers with the class by highlighting the subject and object in each sentence.
Answers: a. Indigenous cultures are respected today (by people). b. Their land was taken (by Europeans). c. Tsalagi was spoken in the past (by more Cherokees). d. Arts and crafts are sold (by many Huichol).
- 3 Ask students what they know about Lacandon people. Encourage them to look at the picture and make predictions about the text. Have students do the activity individually. Then ask them to compare answers with a classmate. Check answers orally with the whole class.
Answers: 1) are located, 2) are known, 3) is influenced, 4) own

Product Step 1

Students will begin work on the Unit product in this class. You can allow them to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. It is important to let students know that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

Unit 10

4 In their *Product* groups, students will choose a diverse area of Mexico where people speak different languages. They will find information about it, for example: *languages, clothing, history, and traditions*. You may want to encourage students to do research in the library or on the Internet. Students keep their research in their *Evidence Portfolio* for future reference.

Ongoing Assessments: Investigation Questions

Use this activity to evaluate students' ability to

- formulate questions to guide their search of information.
- locate information that responds to questions.

5 Have students look at the *Check What You Know* box. Ask them to read the question and work in pairs to answer it.

Guess the Indigenous People

Invite some students to the front to talk about their indigenous group from activity 4. Tell them not to say the name of the group but rather *These people...* After each group has spoken, have the class guess the indigenous people.

Class 4

Objective: Identify specific information

Language: *I'm not convinced by what they say.*

Preparation

Write a list of animals, objects, and parts of the body onto a piece of paper. Cut out the words and separate them into three piles.

Write a Sentence

Organize the class into small groups. Invite one member from each group to take a piece of paper from each pile of words. Instruct groups to make sentences using these words: *Make a sentence in the present simple passive*. Have each group read aloud

Identify specific information

- 1 In pairs, look at the pictures and discuss the questions.
 - a. What qualities do you look for in a friend?
 - b. What common interests do you share with your friends?
 - c. Do you and your friends have special ways of communication?
- 2 Work in pairs. Read the dictionary definitions and discuss how *click* and *clique* are different.

click /kɪk/ *v.* to hit together *The van great friends, they persuade this conference.* *It is a group of people who fit together in function, well.*

clique /kɪk/ *n.* a small group that excludes people outside of it

Listening Tip

Listening for gist
 Listen to the audio and identify the main idea of the talk.

3 Listen to the talk and mark (✓) the correct answers.

- a. Who is giving the talk?
 A teacher A psychologist
- b. Who do young people ask for advice?
 Parents Friends Teachers
- c. Which group is more positive, a *click* or a *clique*?
 A *click* A *clique*
- d. What are the listeners asked to do at the end of the talk?
 Have a discussion Write an essay

4 Listen and repeat the sentences.

*Maybe they have good intentions.
 People share a genuine interest in each other.*

5 Listen and put the words into the correct columns according to the pronunciation of the sounds in the chart.

psychologist teenagers share just relationships

/j/ (e.g., intentions)

/dʒ/ (e.g., genuine)

Phonetic Symbols

See page 102

Self-Check

Yes/No

Select information

Identify the main idea

Identify the purpose

Identify the structure

Identify the content

102 • Unit 10

their sentences and correct any mistakes. Have students return their papers and choose three more words. Repeat the activity with another type of sentence.

Peer Pressure

Peer pressure is the powerful influence a social group can have over its members, undermining an individual's values to conform to those of the group. To be accepted by a group, members may reluctantly concede negative conducts. Although peer pressure is generally seen as undesirable, it does not need to be negative. If the clique's values are socially positive (persistence, teamwork, integrity, self-improvement), a positive influence naturally follows, as is often the case in extra-curricular activities.

1 Write the English proverb *Birds of a feather flock together* on the board. Elicit the meaning from the class: *similar people spend time together*. Ask students to find an equivalent in their own language. Ask them if they think the proverb is true. Have students open the *Activity Book* to page 102. Have them discuss the questions in pairs. Invite pairs to share their answers.

Answers: *Answers may vary.*

- 2 Have students read the dictionary definitions and discuss the questions in pairs. Ask the class for their thoughts and start a class discussion.

Answers: a. Cliques are exclusive, while a click is not.

- 3 Ask a student to read aloud the *Listening Tip*. Tell students you will play the recording and that you want them to listen for the main ideas. Play *Track 27* once through and have them tell you the main ideas. Give students some time to read through the questions. Then play *Track 27* again for a closer listening. Have students check their answers with a partner.

Answers: a. A psychologist, b. Friends, c. A click, d. Have a discussion

Track 27

(See page 189.)

- 4 Invite a student to read aloud the first sentence. Focus students' attention on the /s/ sound in the word *intentions*. Have students repeat in unison, and then individually. Do the same with the second sentence, this time focusing on the /dz/ sound in *genuine*. Play *Track 28*, focusing on the two sounds. Contrast the two sounds by modeling them for students: /s/ is softer than /dz/. Have students put their hands on their throat as they make the two sounds: /s/ does not create a vibration in the throat, while /dz/ does. Have students practice the sentences with a partner.

Track 28

(See page 189.)

- 5 Have students complete the chart. Tell them to work with a partner to identify the correct sound in each word. Play *Track 29* as many times as necessary. Check answers with the class.
- Answers:** /s/: share, relationships;
/dz/: psychologist, teenagers, just

Track 29

(See page 189.)

- 6 Divide the class into groups. Play *Track 27* again. Help students to focus on the prosodic resources that are used in the recording. Ask, *Is the presenter shouting? Can you hear clearly what he says? Does he speak fast or slowly? Does he pronounce all the words clearly?* Explain that the volume, the rhythm, and the clarity in pronunciation are aspects that we have to take into account when we give a presentation. These resources help the listener understand the message clearly. Then have groups discuss the questions.

Answers: Answers may vary.

- 7 Students will use the *Self-Check* box to evaluate their performance in activity 6 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Class 5

Objectives: Respond to presentations

Language: *You're absolutely right. I'm not really sure. It's not like that.*

Click or Clique?

Ask students what points they can remember from the psychologist's talk that they heard in the previous class. Ask students if they agreed or disagreed with the psychologist. Discuss as a class.

- 1 Have students open the *Activity Book* to page 103. Refer students to the sentences. Have them work individually, then check answers as a class. Elicit who said each sentence, the presenter or the students. Help students notice that the expressions of certainty are said by the presenter. Explain that when you give a presentation you must show confidence and be certain of the information you give. Ask students to name other ways to show confidence: body language, eye contact, gestures, etc.
- Answers:** a. C, b. U, c. C, d. U
- 2 Make sure students understand the meaning of each function. Tell them the phrases in the mind map are examples of each function. Do the activity as a class.
- Answers:** a. 3, b. 1, c. 4, d. 2
- 3 Organize students into groups. Have them read through the case study together and decide if the person belongs to a click or clique. Encourage students to say why they have come to their decision.
- Answer:** A clique.
- 4 Tell groups to make notes of their ideas. Invite each group to share their ideas with the class and lead a class debate.

Ongoing Assessment: Notes with Information That Responds to Questions

Use this activity to evaluate students' ability to

- use notes to support their ideas.
- use expressions to confirm or clarify ideas.
- use expressions to add information.

- 5 Have students work in pairs. Tell them to use their notes and expressions from the page to discuss their ideas. Monitor the activity, providing help as needed.

Ongoing Assessment: Pair Discussion

Use this activity to evaluate students' ability to

- combine oral interaction with graphic resources to aid their memory.
- extend information to clarify ideas.
- give reasons to support their ideas.
- extend repertoires of words and expressions.

- 6 Students will use the *Self-Check* box to evaluate their performance in activity 5 and think of ways to improve it. You may want to read the *Self-Check* box with the class.

Present Your Discussions

Invite pairs of students to the front of the class to report what they discussed regarding the case study. Ask the rest of the class if they agree or disagree with their classmates' ideas and have them explain why.

Respond to presentations

- 1 Look at the expressions and mark if they express certainty (C) or uncertainty (U).
 - a. I am sure you don't want to listen to a boring adult.
 - b. Maybe they have good intentions.
 - c. Yes, that's right.
 - d. I'm not convinced by what they say.

- 2 Match the groups of phrases in the mind map to the functions.

1) You're absolutely right. I don't think that's right. That's what I think.	Presenting Information	3) Do you have any doubts? Any questions? Is it clear?
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2) Are you saying...? I'm not really sure... I don't really know it... Do you mean that...?	4) I'd like to add... As I was saying... Let me say something else.
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- | | |
|---|---|
| a. Invite the audience to ask questions | c. Adding information |
| b. Agreeing or disagreeing | d. Expressing uncertainty or asking for clarification |

- 3 Read the case study. Decide if the person belongs to a clique or a clique.

Case Study

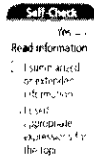
"I am one of the popular kids at school. Everyone knows who my friends and I are. We dress the same, sit together at lunch, and walk around together. We often make critical comments about other people's dress and hair styles. However, I've made new friends in my science class and my supposedly good friends are starting to ignore me."

- 4 Make notes on how the person can improve his or her situation.

- 5 In pairs, discuss your ideas about the case study. Use phrases from the lesson to present your ideas.

- Add information
- Agree or disagree with your partner.
- Give reasons for your opinions

- 6 Look at the *Self-Check* box and evaluate your participation in the discussion. Think of ways to improve.



Class 6

Objective: Write an encyclopedia entry

Language: *Their traditional clothing was made of deer skin.*

Preparation

Bring in some scrap paper and a paper bag.

Do you agree?

Hand out pieces of scrap paper. Have each student write down one sentence that expresses agreement, disagreement, or uncertainty: *That's what I think. It's not like that. I don't really know.* Have them fold the piece of paper in half and put it in the paper bag. Redistribute the sentences to different students in the class. Say an outrageous statement and ask students their opinions. They should respond by reading out their sentences: *I think Arnold Schwarzenegger is really an alien. You're absolutely right!* Invite responses from different students. Redistribute the sentences. Have a student make a ridiculous statement, and have the other students agree or disagree.

Write an encyclopedia entry

Product Step 2

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 1 In their *Product* groups, students will use the notes they saved in their *Evidence Portfolio* to complete the table about the area of Mexico they chose. You may want to encourage them to share their notes with each other to add further details or to do more research.

Ongoing Assessment: Criteria to Select Information

Use this activity to evaluate students' ability to

- define criteria to search for information.
- locate specific information.
- prepare notes.

- 2 In their *Product* groups, students will go back to the encyclopedia entries in the *Reader*, pages 118–127, and analyze them to answer the questions. Students should make notes on the style, structure, and words used. You may want to elicit from them if the language in encyclopedias is formal or informal to help them notice (formal).

Answers: a. Present passive, past passive, and past simple. b. A chronological sequence. c. Formal.

- 3 Students will use their notes from activities 1 and 2, and the *Self-Check* box to write a short encyclopedia entry about their chosen group of indigenous people. Students must give their entry a title, divide the entry into clear paragraphs, and start each paragraph with a topic

- 1 Work in your *Product* group. Make notes in the table about the area of Mexico you chose for your product.

Origins and Location	Traditional Culture and Language	Food and Clothing	Historical Conflict	Present Day
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- 2 In your *Product* group, go back to the *Reader*, pages 118–127, and study the text. Answer the questions.

- a. What kind of verb forms are used?
- b. Is there a sequence in the way the information is presented?
- c. How would you describe the style of writing?

- 3 Using your notes, write a short encyclopedia entry about your chosen group of indigenous people. Use the *Self-Check* box to check your work.

- a. Give your entry a title.
- b. Divide the entry into clear paragraphs.
- c. Start each paragraph with a topic sentence and develop the main idea.

- 4 Exchange and correct your work with *Product* partner.

- 5 Write a clean version of your encyclopedia entry. Keep it in your *Evidence Portfolio* to evaluate your progress.

Self-Check

yes no

Give a presentation

include a title

include details

use a topic sentence

use a topic sentence

use a topic sentence

Product



104 • Unit 10

sentence to develop the main idea. You may suggest to students to structure their entries by writing topic sentences and then developing the paragraphs.

- 4 Students exchange their encyclopedia entries with a *Product* partner to correct their work. You can encourage students to make helpful suggestions about each other's writing, such as where to expand to clarify or what information to remove that may be unnecessary.
- 5 Students will write a clean version of their encyclopedia entry. They should correct any grammar and spelling mistakes marked by their partner, and make structure and style changes. You could encourage students to share their encyclopedia entries with the class to receive further feedback. Students keep their encyclopedia entry in their *Evidence Portfolio* for further use and to evaluate their progress.

Ongoing Assessment: An Encyclopedia Entry

Use this activity to evaluate students' ability to

- adjust to language register.
- use correct grammar and vocabulary.
- express ideas in a clear and logical way.

Unit 10

Make a Class Encyclopedia

Tell the class to take their encyclopedia entries and arrange them in alphabetical order to create a class encyclopedia. Give them a few minutes to do this. Invite some students to create a front and a back cover and have them color it. Have other students create a contents page while another group numbers each entry. If there are more groups, tell them to make a glossary or a bibliography. Store the encyclopedia in the class.

Class 7

Objective: Rehearse a presentation about linguistic diversity

Language: *Up rode the squatter, mounted on his thoroughbred.*

Twenty Questions

Take the encyclopedia from the previous class. Choose one of the entries, but don't tell students which one. Have them ask yes/no questions: *Do they live in Central America? No. Do they use deer? Yes.* After twenty questions, have students guess the group. Invite a student to choose an entry and repeat the activity.

Product Step 3

Students will continue work on the Unit product in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

- 1 In their *Product* groups, students will use their research and encyclopedia entry from their *Evidence Portfolio* to prepare a presentation on the linguistic diversity of the area of Mexico they chose. Students must think about the title and the purpose of their presentation, for example: *to describe, persuade, or compare.*

Rehearse a presentation about linguistic diversity

- 1 Work in your *Product* group. Prepare a presentation on the linguistic diversity of the area of Mexico you researched and wrote about. Think of a title and a purpose for your presentation (to describe, persuade, compare, etc.).
- 2 In your *Product* group, discuss the questions in relation to linguistic diversity in your area.
 - a. What languages are spoken in the area?
 - b. How are they important for culture and traditions?
 - c. In what other ways is the area diverse?
 - d. What are the main challenges for speakers of different languages?
- 3 Reuse material you already have in your research and encyclopedia entry from your *Evidence Portfolio*. Make notes in the chart.

Title

Introduction (Clear topic and purpose)

Main Points (Separate points, use diagrams)

Conclusion (Repeat main points, focus on most important)

Self-Check

Yes
Give a presentation
Use appropriate evidence to describe, persuade, or compare
Use the information to answer questions
Have a purpose for the presentation

Product

- 4 In your *Product* groups, practice the presentation. Make sure you each give one part of the presentation. Refer to the expressions on page 103.
- 5 Use the *Self-Check* box to evaluate your group's presentations. Give feedback and make adjustments. Make and keep notes in your *Evidence Portfolio*.

Use the Self-Check box to evaluate your group's presentations. Give feedback and make adjustments. Make and keep notes in your Evidence Portfolio.



Unit 10 • 103

- 2 Students will discuss the questions presented in the *Activity Book* in relation to linguistic diversity in their area with their *Product* group. You may want to encourage students to use their research and notes to support their arguments. Students should write their conclusions.
- 3 Students will use the material the research and encyclopedia entry from their *Evidence Portfolio* to make notes in the chart. You may encourage students within *Product* groups to exchange their charts to compare and correct data.
- 4 In their *Product* groups, students will distribute among members the information and rehearse their presentation. Students should use the chart in activity 3 as a guide and the expressions on page 103 for their rehearsal. You may support students with their public speaking skills by making them aware of the importance of nonverbal language, such as facial expressions, body posture, and eye contact.
- 5 Students will use the *Self-Check* box to evaluate their group members' presentations, give feedback, and make adjustments. Students should make notes about the feedback received and given. Students keep their notes in their *Evidence Portfolio*

Give a presentation

for further use and to evaluate their progress. You can encourage students to use digital resources for their presentations, such as Power Point. Have them keep their notes in their *Evidence Portfolio*.

Class 8

Objective: Give a presentation
Language: *Up rode the squatter, mounted on his thoroughbred.*

Preparation

Bring in a CD with a traditional song from your culture, preferably one with simple, repetitive lyrics. This will make it easier for students to understand.

Sing a Traditional Song

Ask students about any traditional songs they know. Encourage them to sing part of their song. Ask the class what they understand about the ideas and messages in the song lyrics. Alternatively, play a track from the CD you brought and ask students questions about the song lyrics.

Traditional Music

Traditional music is part of the national culture of a country. It has particular characteristics depending on the region where it comes from. In Mexico, traditional music can be divided by northern, central, and southern regions. Several of the traditional songs of every region have also traditional dances. Originally, traditional songs were transmitted through an oral tradition. Many of them did not have music. Usually, traditional songs commemorate special events or tell the story of historical or popular characters of the country. Traditional songs preserve vocabulary and expressions that otherwise would be lost.

- 1 Read the introduction to the song and answer the question.
 What do you think the song is about?

"Waltzing Matilda" is an Australian folk song that is often referred to as the country's unofficial national anthem. To waltz Matilda means to travel around the country with all your belongings on your back rolled up in a mattress. The original lyrics were written in 1895 by Banjo Patterson.

Up rode the squatter, mounted on his thoroughbred,
 Down came the troopers, one, two, three,
 "Where's that jolly jumbuck you've got in your tucker bag?"
 "You'll come a-waltzing Matilda, with me." (Chorus)

Up jumped the swagman and sprang into the billabong,
 "You'll never catch me alive," said he,
 And his ghost may be heard as you pass by that billabong,
 "You'll come a-waltzing Matilda, with me." (Chorus)

Once a jolly swagman camped by a billabong,
 Under the shade of a coolibah tree,
 And he sang as he watched and waited, 'til his billy boiled,
 "You'll come a-waltzing Matilda, with me."

Chorus

Waltzing Matilda, waltzing Matilda
 "You'll come a-waltzing Matilda, with me."
 And he sang as he watched and waited, 'til his billy boiled,
 "You'll come a-waltzing Matilda, with me."

Down came a jumbuck to drink at the billabong,
 Up jumped the swagman and grabbed him with glee,
 And he sang as he shoved that jumbuck in his tucker bag
 "You'll come a-waltzing Matilda, with me." (Chorus)



billabong - a small area of water
canoeist - a person who uses a canoe
billy - a metal cooking pot
coolibah tree - a type of eucalyptus tree
grab - take
jolly - happy
jumbuck - a sheep
shade - cover
shove - push
spring - jump
squatter - the owner of the sheep
swagman - a man who takes the cattle to look for work
thoroughbred - a fast horse
troopers - police officers
tucker bag - a bag for carrying food

- 2 Listen to the song and number the verses in order.
- 3 In pairs, prepare a presentation answering the questions below.
 - a. Why did the worker jump into the lake?
 - b. What can you hear if you stand by the same billabong today?
 - c. How and why do you think it has made the transition from folk song to unofficial national anthem?

106 • Unit 10

- 1 Write *Waltzing Matilda* on the board. Ask students if they have ever heard of the song and what they think the song is about. Have students open the *Activity Book* to page 106. Tell them to read the paragraph about the song and ask them questions: *Where's the song from? What does the title mean? When was it written?*

Answer: Answers may vary.

- 2 Play *Track 30*. Tell students to listen to the song and number the verses in the correct order.

Answers: (from top to bottom) 3, 4, 1, 2

Track 30

(See page 189.)

- 3 Encourage students to identify the key words in the questions to find the answers more quickly. Set a time limit and have students scan the song for answers. Advise them to use the *Glossary* at the back of the book if necessary.

Answers: a. Singing and waiting for his billy (can) to boil. b. So the police wouldn't catch him alive. c. The words of the ghost of the traveler: "You'll come a-waltzing Matilda, with me." d. *Possible answer:* The story reflects how things used to be in Australia.

Class 9

Objective: Describe a social group

Language: *As I was saying, ... To conclude... Are there any questions?*

Graphic Resources

Take a *Reader* and open it at a random page. Have students look at the picture in that page and elicit what they remember about that lesson. Elicit from students how graphic elements help us remember information easily.

Product Step 4

The students will finalize work on the Unit product in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

- 1 In their *Product* groups, students will give their presentation to the class. You may encourage students to keep in mind the feedback they saved in their *Evidence Portfolio* to help them be ready for the presentation.
- 2 Students should take notes while others present and then ask questions.
- 3 Students will use the *Self-Check* box to evaluate their group's performance and that of other groups. Students will give feedback to other groups and their own.
- 4 Students will use the *Product Evaluation Rubric* to evaluate their work on the product. They should work together to come up with suggestions for how to improve their work for future products.
- 5 Students will work in groups to compare their scores in the *Product Evaluation Rubric* and give feedback to each other.
- 6 Students will go back to the assessment of previous products. They should reflect and write a paragraph on their improvement throughout the book.

Oral Presentation

Step 4

Product

- 1 Give your presentation to the class.
- 2 After the presentations, have a class discussion about what you learned. Ask and answer questions.
- 3 Use the *Self-Check* box to evaluate your group's performance and that of the other groups. Give feedback.
- 4 Use the *Product Evaluation Rubric* to evaluate your work on the product.

Self-Check

Give a presentation
 1. Prepare ...
 2. ...
 3. ...
 4. ...
 5. ...
 6. ...

Product Evaluation Rubric

Category	Excellent (9–10 points)	Adequate (6–8 points)	Inadequate (4–5 points)
Content Score	Presented topic well and contributed interesting information about the linguistic diversity	Presented topic and very basic information about the linguistic diversity	Didn't present topic clearly and very little information of interest about linguistic diversity.
Use of language Score	Used a variety of expressions and phrases appropriately.	Used appropriate language but not always correctly.	Didn't select appropriate language and had trouble conveying meaning.
Preparation Score	Had all the materials needed. Completed his/her part correctly.	Had most of the material needed. Completed his/her part of the work with difficulty.	Didn't have all the material needed. Couldn't complete his/her part of the work
Organization Score	Began work promptly and finished task on time.	Didn't start to work on time, but could finish task on time	Didn't start to work on time, and didn't finish task on time
Total:	Comments:		

- 5 Work in groups. Compare your score in each of the categories. Give feedback to each other. Use the questions as guidance.
 - a. In what category did you have more points?
 - b. In what category did you have fewer points?
- 5 Go back to the assessments of your previous products. Reflect and write a paragraph on your improvement throughout the book.

Unit 10 • 107

Class 10

Objective: Self-assess performance

Language: *Spiritual ceremonies are practiced by the Huichol people.*

Self-Assessment

Have students turn to page 108. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their attitudes, their progress, and what they learned.

Evaluate Your Attitude

- 1 Invite students to reflect on their attitude in the classroom during the unit. Have them read the statements and grade each one of them. Encourage students to think about specific activities to answer the questions and to extend their answers by listing examples. You may want to ask students to share their results with a partner and give each other ideas on how to improve in the future.

Evaluate Your Progress

- 2 Individually, have students take out their *Evidence Portfolios* and look at their work. Encourage students to add any other work they want. Ask them guided questions: *Can you see progress in your work? How was your performance in the first activity compared to the last one?* Invite them to complete the statements in the *Evaluate Your Progress* section as honestly as possible.

Evaluate Your Achievements

- 3 Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the learning outcomes and use the scale to grade their learning. Motivate students to reflect on their progress. Invite them to think of strategies to improve their performance and give your suggestions. Ask them to reflect on the suggestions and create a plan for how to continue improving their English in the future.

Assessment

Photocopy *Assessment 10* on pages 178–179. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 181.

Self-Assessment

- 1 Think about the attitudes you showed in this unit. Mark (✓) the options that best describe you.

- I always completed my work.
- I showed respect for myself and others.
- I collaborated with my classmates.
- I participated actively in class.
- I made my best effort.

Look at the *Evaluate Your Attitude* from previous units. How did you improve throughout the units?

- 2 Look at the work in your *Evidence Portfolio* and add any other work you want to include in it. Then look at the *Self-Check* boxes. Think about your progress throughout the unit and complete the statements.

- a. During the unit, I collected _____ out of _____ activities for my *Evidence Portfolio*.
- b. I also added _____ as evidence, because _____
- c. In the evidence activities _____ and _____ I can see I improved at _____
- d. Looking at my answers in the *Self-Check* boxes, I realize I need to work on _____

- 3 Choose from 1–3 to express how well you achieved this unit's learning outcomes. Reflect on your answers and write a comment or suggestion in the *Reflection* column.

3 - Perfectly 2 - OK 1 - With difficulty

I can...	Grade	Reflection
select information		
read information		
rehearse giving a presentation		
give a presentation		

188 • Unit 10

Suggested Evaluation Instrument:

Descriptive Evaluation Scale

Use the *Descriptive Evaluation Scale* to evaluate students' *Product*. Go to the *Marking Criteria* on page 182 for further information.

Category	Inadequate (0–1 points)	Reasonable (2–3 points)	Excellent (4–5 points)
Grammar and Vocabulary	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Uses simple structures correctly, but still systematically makes basic mistakes.	Uses reasonably accurately a repertoire of structures and vocabulary.
Discourse Management	Needs help using cohesive devices to link his or her discourse.	Can use cohesive devices with some hesitation.	Can use cohesive devices easily to link his or her utterances into clear, coherent discourse.
Pronunciation	Speech is difficult to understand most of the time.	Speech is slightly difficult to understand.	Speech is clear and easy to understand.
Interaction	Speech is slow, stumbling, nervous, and uncertain. Exchanges information only with short memorized expressions.	Speech is fluid, but there is hesitation. Student generally interacts with some confidence. Exchanges information giving some details.	Speech is smooth, with little hesitation. Student can interact with confidence. Exchanges information giving details.
Content	Most of the content required is not included.	Some of the content required is included.	All the content required is included.

Grammar Reference

Unit 1

Present Simple Verb *to be*

Use

- We use the verb **to be** in the present simple tense to give information about people or things.

Affirmative and Negative

I	am (I'm)	
	am not (I'm not)	
He	is (He's/She's/It's)	
She	is not (isn't)	a volunteer.
It		
We	are (We're/You're/	
You	They're)	
They	are not (aren't)	

Questions

What's your name? How old are you?
Where are you from? When are you available?

Short Answers

Are you a volunteer?	Yes, I am. No, I am (I'm) not.
Is she involved in the project?	Yes, she is. No, she is not (isn't).
Are they available tomorrow?	Yes, they are. No, they are not (aren't).

Modal Verbs: Advice and Possibility

- The modal auxiliary verbs that express possibility or ability are **can**, **could**, **might**, and **should**.

Use

- **Can** expresses possibility, asking for permission, and making requests or suggestions.
Can I help you?
You can help in any number of ways.
- **Could** expresses possibility or past ability as well as making suggestions and requests.
You could volunteer at the animal shelter.
Could you help tomorrow?

- **Might** expresses possibility.
I might volunteer on the weekends.
- **Should** expresses advice or mild obligation.
Teens should volunteer more.

Unit 2

Present Continuous

Use

- We use the verb **to be** in present continuous sentences to give information about people or things involved in a present ongoing action.
The ship is cruising through space toward the moon.
- We also use the present continuous to show that a situation is temporary and is not a regular or habitual activity.
This week, the astronomers club is holding an art exhibit with their discoveries.
(The art exhibit does not happen every month. It is not part of a routine or permanent situation.)

Form

- We form the present continuous tense with the auxiliary *am/is/are* + the present participle.

Affirmative and Negative

I	am (I'm)	
	am not (I'm not)	
He	is (He's/She's/It's)	
She	is not (isn't)	watching a movie.
It		
We	are (We're/You're/	
You	They're)	
They	are not (aren't)	

Questions

	am	I	
	is	he	
		she	
What	is	it	doing this week?
	are	we	
		you	
		they	

Expressing Hopes and Desires

Use

We use expressions such as **would like**, **want**, **wish**, and **hope** to express something that we wish.

- **Hope** expresses a desire that is possible or is likely to happen.

I hope to see the movie tomorrow.

- **Wish** expresses a desire that is not as possible and probably won't happen.

I wish I were an actor.

- **Want** can express a desire that is possible or not. It is used in common speech or in informal contexts.

I want to go to the movies tomorrow.

You want to meet Charles Chaplin.

- **Would like** can express a desire that is possible or not. It is used in polite or formal contexts.

Would you like to go to the premier with me?

I would like to see more silent movies.

Form

- We use the main verb in infinitive form after these verbs.

He wants to see more silent films.

Note: **Wish** and **hope** can also be followed by **that** and a noun.

I hope that the movie is good.

Unit 3

Present Simple

Use

- We use the present simple tense to indicate:
 1. Something that happens over a long period of time or is a regular, habitual activity.

I play lots of sports.

2. A permanent situation.

I live in Mexico.

3. A time-tabled event.

My tennis class starts at seven o'clock.

Form

- The form only changes in the third-person singular.

Affirmative and Negative

I

We play tennis.

You don't play tennis.

They

He

She plays tennis.

It doesn't play tennis.

Questions

I

do we

you

Where do they play?

he

does she

it

- Questions can begin with question words: **what**, **where**, **which**, **how**, **who**, **when**, **why**, **whose**.

Why do you think that?

What do you like doing in your free time?

When do you feel stressed?

How many hours do you study?

Short Answers

Do you play tennis?

Yes, I do.

No, I do not (don't).

Does Daniel play tennis?

Yes, he does.

No, he does not (doesn't).

Grammar Reference

Expressing Likes and Dislikes

Use

- We use expressions such as **love, like, hate, don't like**, etc. to state our preferences.

Form

- We can use either a noun or a gerund after these expressions.

Expressing Likes

I	like	
You	really like	
We	enjoy	rollerskating.
They	love	
He	likes	going to the mall.
She	really likes	
It	enjoys	
	loves	

Expressing Dislikes

I	hate	
You	don't like	
We	don't care for	rollerskating.
They		
He	hates	going to the mall.
She	doesn't like	
It	doesn't care for	

Unit 4

Reported Speech

- We usually move the verb in the reported clause 'one tense back' if the reporting verb is in the past tense, e.g. **said, told**.

Note: We often use **say** and **tell** as reporting verbs.

Say + (that)

She said (that) she would visit again.

Tell + person (that)

She told me (that) she would visit again.

That is optional.

Direct

Present Simple

It is great!

Present Continuous

I'm having a great time!

Present Perfect

They have visited the park every year.

Past Simple

We came here last year.

Reported

Past Simple

He said it was great.

Past Continuous

He told me he was having a great time.

Past Perfect

He said they had visited the park every year.

Past Perfect

They said they had come here last year.

- Some modal verbs change.

Direct

She **can** do many activities.

We **will** go to the resort.

He **may** win the match.

Reported

She said she **could** do many activities.

They said they **would** go to the resort.

They **said** he **might** win the match.

Unit 5

Past Simple

Use

- We use the past simple tense to indicate:
 1. An action that is now finished.
They **organized** a tournament.
 2. A sequence of events in the past.
He loved her so much that he wanted to marry her.

Form

- The form of the past simple is the same for all persons.
- The normal rule is to add **-ed** to the base form of the verb.
wait-waited
 - We add **-d** to the base form of verbs ending in **e**.
arrive-arrived
 - We eliminate the **y** and add **-ied** to the base form of verbs ending in a consonant + **y**.
cry-cried
 - We double the consonant and add **-ed** to verbs ending in a single vowel + consonant.
stop-stopped
 - There are many common irregular verbs (see table on page 116).

Affirmative

I
He/She/It
We went to the tournament.
You
They

Negative

- We use the auxiliary verb **did not (didn't)** before regular and irregular verbs in the base form to form the negative in the past simple tense.

I
He/She/It
We did not (didn't) like him.
You
They

Questions

- We use the auxiliary verb **did** in questions in the past simple tense. The main verb always stays in the base form.

I
 you
When did he/she/it speak to the king?
 we
 they

Short answers

Did you see the king?	No, I did not (I didn't).
	Yes, I did.
Did Guinevere really love Lancelot?	No, she did not (didn't).
	Yes, she did.

Past Continuous

Use

- We use the past continuous tense to indicate longer actions in the past. It indicates actions or activities that have duration.

He was training to be a knight.

Form

- We form the past continuous tense with the auxiliary **was/were** + the present participle.

Affirmative and Negative

I	was	
He	was not	
She	(wasn't)	
It		fighting.
We	were	
You	were not	
They	(weren't)	

Questions

	I	
	he	
	she	
What	it	doing?
	we	
	were	you
		they

Short Answers

Were you reading the story?	Yes, I was.
	No, I was not (wasn't).
Were they fighting evil knights?	No, they were not (weren't).
	Yes, they were.

Past Simple vs. Past Continuous

Note: In this book, we use the past simple to indicate a shorter action or event that happened at the same time as a longer action.

While Arthur was growing up, he lived with Sir Ector and his son Kay.

When is usually used with simple tenses, and **while** with progressive tenses.

...*when* he saw a sword.

...*while* Kay was preparing for the fight.

Adverbs

Use

- We use adverbs to modify a verb, an adjective, or another adverb:
Arthur and Lancelot fought bravely.
Arthur was extremely angry.
Lancelot returned incredibly fast.
- Like adjectives, many adverbs are gradable, that is, we can modify them using **very** or **extremely**.

Note:

- The modifying words **very** and **extremely** are themselves adverbs. They are called degree adverbs because they specify the degree to which an adjective or another adverb applies
- Degree adverbs include **almost**, **barely**, **entirely**, **highly**, **quite**, **slightly**, **totally**, and **utterly**. Degree adverbs are not gradable.

Form

- Many adverbs end in **-ly**. More precisely, they are formed by adding **-ly** to an adjective.

Unit 6

Will and Be Going To

Use

- We use **going to** for predictions based on concrete evidence.
You are going to visit family this weekend.
- We use **will** for predictions based on opinion.
Something you are waiting for will come true.

Note: We can use both **will** and **be going to** for predictions. There is often no difference.

Form

Affirmative and Negative

I	am (I'm)	
	am not	
He	is (He's/She's/It's)	going to pass
She	is not (isn't)	the test.
It		
You	are (We're/You're/	
We	They're)	
They	are not (aren't)	

Questions

	am	I	
What	is	he, she, it	going to do?
	are	we, you, they	

Short Answers

Are you going to read	Yes, I am.
your star sign today?	No, I am (I'm) not.

Unit 7

Relative Clauses

Use

- We use relative pronouns such as **who**, **which**, **that**, **when**, and **where** to add additional information to a sentence.

Form

- **Who** is used to add information about people.
Spider-Man is a guy who has superpowers.
- **Which** is used to add information about things.
Yesterday, I bought this comic, which is great.
- **Where** is used to add information about places.
The summer camp is a place where you can have a lot of fun.

- **When** is used to add information about time.
The other day, when it rained, I found a comic book store.

- **That** is used to add information about people or things.

This is the forest that our visitors planted.

Note: Although **that** and **who/which** are sometimes interchangeable, **that** is used only to give information that is essential to the sentence.

The comic that is on the table is my favorite.

The comic, which is on the table, is my favorite.

(The sentences have slightly different meanings. The first specifies exactly which comic is the favorite, while the second sentence only adds extra information).

Unit 8

Parts of Speech

Use

- We use parts of speech to categorize English words. They help us analyze sentences and understand them: *noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection.*
- We use **nouns** in the name of a person, place, thing or idea: *Daniel, London, dog, teacher...*
- We use **pronouns** in place of a noun or noun phrase to avoid repetition: *I, you, he, me...*
- We use **adjectives** to describe, modify, or give more information about nouns and pronouns: *big, old, blue, beautiful...*
- We use **verbs** to show action or state of being: *cry, run, sleep, cook...*
- We use **adverbs** to describe or modify a verb, adjective, or another adverbs: *always, too, well, very...*
- We use **prepositions** to show relationship between a noun or pronouns to another word: *to, at, between, about...*
- We use **conjunctions** to join words or ideas: *and, but, since, because...*
- We use **interjections** to express a strong

feeling or emotion: *Wow!, Help!, Ouch!, Oh!...*

Question Tags

Use

- We frequently use questions tags in spoken English when we want to check information.

Form

- We use negative question tags with affirmative sentences.
You're from London, aren't you?
- We use affirmative question tags with negative sentences.
You don't call them trousers, do you?
- We use the verb *do* in the question tag if there is no auxiliary verb in the main sentence.

You don't say cookie, do you?

Note: We often use question tags to check information we think is true and when we expect the other person to agree. In this case we use falling intonation. When we are not sure about the information, we use rising intonation.

Imperatives

- We use the imperative for
 1. rules.
 2. warnings.
 3. instructions.
 4. recipes.

Form

Affirmative

Identify the correct pronunciation.

Negative

Do not forget to select the right entry.

Unit 9

Present Passive

Form

- We form the passive with the verb **to be** + past participle.

Affirmative and Negative

*The heart is/is not divided into four cavities,
Healthy arteries are /are not blocked by
cholesterol.*

Questions and Short Answers

Are chemicals released by the salivary glands?	Yes, they are. /No, they aren't.
---	-------------------------------------

Wh- Questions

*What is collected by red blood cells?
(what = subject)*

Unit 10

Passive vs. Active: Present and Past

Use

- We choose the active or the passive depending on who or what we are more interested in.
Cherokees practiced these beliefs at ceremonies.
(We are more interested in the Cherokees.)
These beliefs were practiced at ceremonies.
(We are more interested in the beliefs.)
- The object of the active sentence becomes the subject of the passive sentence.
Active: *The Aborigines spoke many languages.*
(= object).
Passive: *Many languages were spoken by the Aborigines.* (= subject).
- We use the passive to describe what happened to people or things.
Their number is estimated at 60,000.
Note: Notice the use of *by* in the passive sentence.
Australia was first settled by British colonizers.

Form

- We form the present simple passive with **am/ is/are** + past participle.
Beliefs and traditions are passed orally.
- We form the past simple passive with **was/ were** + past participle.
The Cherokees were forced to sign treaties.

Affirmative and Negative

*Many Aborigines were / were not killed or put onto
reservations.
Clothes were / were not often worn by the
Aborigines.*

Irregular Verbs

Base form Past simple Past participle

be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
keep	kept	kept
know	knew	known
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Phonetic Symbols

Consonant sounds

/p/	as in	pet /pet/
/b/	as in	bat /bæt/
/t/	as in	tip /tɪp/
/d/	as in	dig /dɪg/
/k/	as in	cat /kæt/
/g/	as in	good /gʊd/
/f/	as in	fit /fɪt/
/v/	as in	van /væn/
/s/	as in	sip /sɪp/
/z/	as in	zip /zɪp/
/l/	as in	lid /lɪd/
/m/	as in	mat /mæt/
/n/	as in	nine /naɪn/
/h/	as in	hat /hæt/
/r/	as in	rat /ræt/
/j/	as in	yes /jes/
/w/	as in	win /wɪn/
/θ/	as in	thin /θɪn/
/ð/	as in	the /ðə/
/ʃ/	as in	ship /ʃɪp/
/ʒ/	as in	vision /ˈvɪʒən/
/tʃ/	as in	chin /tʃɪn/
/dʒ/	as in	Japan /dʒəˈpeɪn/
/ŋ/	as in	English /ˈɪŋɡlɪʃ/

Vowel sounds

/ɪ/	as in	very /veri/
/i:/	as in	see /si:/
/ɪ/	as in	bit /bɪt/
/e/	as in	ten /ten/
/æ/	as in	stamp /stæmp/
/ɑ/	as in	father /ˈfɑðə/
/ɔ/	as in	sore /sɔr/
/ʊ/	as in	book /bʊk/
/u:/	as in	you /ju:/
/ʌ/	as in	sun /sʌn/
/ə/	as in	about /əˈbaʊt/
/ɑ:/	as in	dog /dɔ:g/
/eɪ/	as in	fate /feɪt/
/aɪ/	as in	fine /faɪn/
/ɔɪ/	as in	boy /bɔɪ/
/aʊ/	as in	now /naʊ/
/oʊ/	as in	go /goʊ/
/ɪə/	as in	near /nɪə(r)/
/eə/	as in	hair /heə(r)/

Glossary

A

- absorb** /əb'zɔrb/ *v* to take something in, assimilate: *absorber*
- abuse** /ə'bju:z/ *v* to use wrongly or improperly: *insultar, dar malos tratos a alguien*
- accuracy** /'ækjərəsi/ *n* the condition or quality of being true, correct, or exact: *exactitud, precisión*
- achieve** /ə'tʃi:v/ *v* to get or obtain by effort: *lograr*
- action bubble** /'ak-shən 'bæ-bəl/ *n* a graphic representation containing sounds or other information in a comic: *globo de onomatopeya*
- ad** /æd/ *n* advertising: *anuncio*
- adopted** /ə'dɔ:ptɪd/ *adj* **1** chosen or taken as one's own; **2** raised by parents other than the biological ones: *adoptivo*
- advance** /əd-'vʌn(t)s/ *v* to move forward: *adelantar*
- advice** /əd'vaɪs/ *n* a recommendation: *consejo*
- advise** /əd'vaɪz/ *v* to recommend: *aconsejar*
- aggressive** /ə'grɛsɪv/ *adj* having a tendency toward violence: *agresivo*
- agreement** /ə'grɪ:mənt/ *n* an understanding or pact: *acuerdo*
- amazed** /ə'meɪzd/ *adj* very surprised: *asombrado, atónito*
- amazing** /ə'meɪzɪŋ/ *adj* extremely surprising: *asombroso, increíble*
- amused** /ə-'myʊzd/ *adj* delighted or interested: *entretenido*
- annoying** /ə'nɔɪɪŋ/ *adj* pestering or harassing: *irritante*
- appealing** /ə'pi:lɪŋ/ *adj* attractive: *atractivo*
- appear** /ə'piə/ *v* **1** to seem: *parecer*; **2** to become visible: *aparecer*
- approach** /ə'prəʊtʃ/ *v* to go towards: *acercarse*
- appropriate** /ə'prɔ:prɪət/ *adj* correct for a particular situation: *apropiado*; *v* take possession of: *apropiarse de*
- arrive** /ə'raɪv/ *v* to come to a destination: *llegar*
- ashore** /ə-shər/ *adv* on or to the shore of an ocean: *hacia la costa*
- astronomer** /əs'trɒnəmər/ *n* a scientist who is concerned with celestial bodies: *astrónomo*
- attention span** /ə-'ten(t)-shən 'span/ *n* the time during which a person is able to concentrate: *período de atención*
- available** /ə'veɪləbəl/ *adj* ready for use: *disponible*

- award** /ə'wɔ:d/ *n* something given as recognition: *reconocimiento*
- awareness** /ə-'wer-nəs/ *n* knowledge that something exists: *conciencia*
- awe** /ɑ:/ *n* a feeling of great respect, admiration, and fear: *admiración*
- awesome** /'ɑ:səm/ *adj* amazing, astonishing: *impresionante*
- awful** /'ɑ:fəl/ *adj* terrible, ugly: *atroz, repugnante*

B

- balance** /balən(t)s/ *n* when things happen in equal amounts: *equilibrio*
- band** /bænd/ *n* a group of people: *grupo, pandilla*
- banned** /bænd/ *adj* prohibited: *prohibido*
- bat** /bæt/ *n* a nocturnal, flying mammal of the rodent family: *murciélago*
- beach** /bi:tʃ/ *n* an expanse of sand next to the sea: *playa*
- bean** /bēn/ *n* the seed of a climbing plant: *frijol*
- bear** /ber/ *n* a wild large animal: *oso*
- beat** /bi:t/ *v* to win a game against someone: *vencer*
- beautiful** /'bjʊtɪfəl/ *adj* attractive: *hermoso*
- beg** /bɛg/ *v* to ask for help in a desperate way: *suplicar, mendigar*
- behave** /bɪ'heɪv/ *v* to act in a certain way: *comportarse*
- behead** /bɪ'hɛd/ *v* to cut off someone's head: *decapitar*
- believe** /bɪ'li:v/ *v* to have confidence in something without having proof: *creer*
- benefit** /'bɛnɪfɪt/ *n* an advantage you get from a situation: *provecho, ventaja*
- betray** /bɪ'treɪ/ *v* to disappoint confidence or hopes: *traicionar*
- billion** /'bi(l)-yən/ *n* equal to 1000 million: *mil millones*
- blanket** /'blæŋkɪt/ *n* a woolen material used to keep a person warm: *cobija*
- blood** /blʌd/ *n* the red liquid that circulates throughout the body by the heart: *sangre*
- board** /bɔ:d/ *n* **1** a long, rectangular piece of wood: *tabla*; **2** the object on which a teacher writes: *pizarrón*
- bone** /baʊn/ *n* the hard pieces that form the skeleton: *hueso*

bored /bɔrd/ *adj* uninterested: *aburrado de algo*

born /bɔrn/ *v* to come into existence by birth:
nacido

brain /breɪn/ *n* the organ that coordinates mental and physical activity: *cerebro*

break /breɪk/ *v* to separate into pieces: *romper*
n a pause in the school day or year: *recreo, vacaciones*

break down /'breɪk daʊn/ *v* **1** to stop functioning accidentally: *descomponerse*; **2** to fail: *fallar*;
3 to lose emotional control: *perder el control*;
4 to be classified: *descomponer, clasificar*

breathe /bri:ð/ *v* to move air in respiration:
respirar

bridge /brɪdʒ/ *n* a structure built over a river or road to allow people to cross from one side to the other: *puente*

bucket /'bʌ-kæt/ *n* a container used to carry water: *bote, cubeta*

buffalo /bʌfələʊ/ *n* a wild animal from the bovid family: *búfalo*

bullet /'bʊlɪt/ *n* a gun projectile (fired from a gun): *bala*

business /'bɪznɪs/ *n* the buying and selling of goods or services to make money: *negocio*

C

cactus /kaktəs/ *n* a plant with spines that lives in the desert: *cactus*

call off /kɑ:l 'ɑ:f/ *v* to cancel: *cancelar*

cannon /kænən/ *n* a weapon that fires large objects (cannon balls): *cañón*

capsule /kæpsju:l/ *n* a sealed compartment:
cápsula

capture /'kæptʃər/ *v* to take someone prisoner:
capturar

caption /'kæp-ʃən/ *n* a group of words that go with a picture: *leyenda, subtítulo*

cattle /'kætl/ *n* domestic animals that produce meat and milk: *ganado*

century /'sentʃəri/ *n* one hundred years: *siglo*

challenge /tʃæləndʒ/ *n* a test of someone's ability or determination: *desafío*

chance /tʃæns/ *n* luck or fortune: *oportunidad*; *adj* not planned, accidental: *por casualidad*

charades /ʃə'reɪdʒ/ *n* a game where players mime a word, phrase, title, etc., that the members of their own team must guess: *mímica*

charts /tʃɑ:rts/ *n* the rankings of current pop music: *listas de popularidad*

cheap /tʃi:p/ *adj* **1** having little cost: *barato*; **2** having little quality: *chapucero, de poca calidad*

chew /tʃu:/ *v* to use your teeth to cut food:
masticar

chimney /'tʃɪm-nē/ *n* a tall tube-like structure that allows smoke to escape: *chimenea*

choice /tʃɔɪs/ *n* the act of deciding between two or more options: *opción*

choose /tʃu:z/ *v* to select: *escoger*

clap /klæp/ *v* to applaud using hands: *aplaudir*

clear /kliə/ *adj* **1** unobscured: *despejado, claro*; **2** transparent: *transparente*

climb /klaɪm/ *v* to go up towards the top of something: *ascender, subir*

clue /klu:/ *n* a part of a solution: *pista*

comet /kɒmɪt/ *n* celestial body that has a visible tail: *cometa*

concern /kən'sɜ:n/ *v* **1** be worried about: *preocuparse por* **2** be interested in: *interesarse*; *n* worry: *preocupación*

confident /'kɒ:nfədənt/ *adj* a feeling that you can do something well or succeed: *seguro*

cookie /'kʊki/ *n* a small, sweet biscuit: *galleta*

corn /kɜ:n/ *n* a cereal plant originally domesticated in Mexico also called maize: *maíz*

counselor /'kaʊnsələ/ *n* a professional who gives advice: *consejero, orientador*

countdown /kaʊnt-'daʊn/ *n* the act of counting down the number of seconds before an event:
cuenta regresiva

counterpart /'kaʊntər,pɑ:rt/ *n* a person or thing that has a parallel position or function in a different organization or place: *homólogo*

cover /'kʌvər/ *v* **1** to place an object over or on something else, to hide or protect it: *cubrir*;
2 to explore a topic or idea: *cubrir, tratar*

crop /krɒp/ *n* plants grown on a farm for human consumption: *cultivo*

cruise /'kru:z/ *v* to travel: *viajar*

D

- dangerous** /'deɪndʒərəs/ *adj* likely to cause harm: *peligroso*
- dear** /dɪər/ *adj* loved: *querido*; a salutation in letters, for example, *Dear Mom*, *Dear Mr. Smith*
- deer** /dɪr/ *n* a wild animal with fur and antlers: *venado*
- defeat** /dɪ'fi:t/ *v* to win against: *vencer*
- desire** /dɪ'zaɪər/ *v* to want strongly: *desear*
- develop** /dɪ'veləp/ *v* to grow or change: *desarrollar*
- device** /dɪ'vaɪs/ *n* an object made for a specific function: *dispositivo*, *aparato*
- diaphragm** /'daɪəfræm/ *n* a muscular wall between two spaces in the body: *diafragma*
- disagreement** /,dɪsə'grɪ:mənt/ *n* difference of opinion: *disputa*
- discount** /'dɪskaʊnt/ *n* a special, lower price: *descuento*, *rebaja*
- disease** /dɪ'zi:z/ *n* illness: *enfermedad*
- display** /dɪs'pleɪ/ *v* to show something publically: *exponer*, *demonstrar*
- disturbing** /dɪ'stɜ:bɪŋ/ *adj* making you feel worried or upset: *perturbador*
- dolphin** /'dɔ:lfin/ *n* a sea mammal with a fishlike body: *delfín*
- draw** /dra:/ *n* equal points in a game for both sides, without a winner or loser: *empate*; *v* to sketch in lines: *dibujar*
- drone** /'drɒn/ *n* a remote-controlled aircraft: *dron*
- drought** /'draʊθ/ *n* a long period without rain: *sequía*
- dust** /'dʌst/ *n* fine dry powder: *polvo*

E

- Earth** /ɛrθ/ *n* the third planet from the sun: *la Tierra*
- embarrassed** /ɛm'bærəst/ *adj* to feel social confusion: *sentir vergüenza*
- emu** /ēmyü/ *n* a small bird from Australia that can't fly but can run very fast: *emú*
- enormous** /ɪ'nɔrməs/ *adj* very large: *enorme*
- envelope** /'nvə_loup/ *n* a flat paper covering, for letters: *sobre*

- environment** /ɪn-'vɪ-rə(n)-mənt/ *n* all the things that surround us: *entorno*, *medio ambiente*
- except** /ɪk'sept/ *prep* excluding, save, but: *excepto*, *salvo*
- excited** /ɪk'saɪtɪd/ *adj* feeling very happy and enthusiastic: *entusiasmado*
- exhausting** /ɪg'zɑ:stɪŋ/ *adj* making you feel extremely tired: *agotador*
- exile** /'ɛgzɑɪl/ *v* to expulse someone from their homeland: *desterrar*, *exiliar*; *n* a person expelled from his or her homeland: *exiliado*
- expect** /ɪk'spekt/ *v* to think that a person should act in a certain way or that something should happen in a certain way: *esperar*
- expel** /ɪk'spel/ *v* to push or force out: *expulsar*
- explode** /ɪk'spləʊd/ *v* energetic eruption: *explotar*
- extremely** /ɪk'stri:mli/ *adv* very, in a high degree: *sumamente*

F

- faithful** /feɪθfəl/ *adj* loyal, reliable: *fiel*
- fall off** /fɑ:l əf/ *v* to drop or descend to a lower place through lack of support: *decaer*
- fancy** /'fæntsi/ *adj* 1 decorative: *elaborado*; 2 complicated: *extravagante*
- fantastic** /fæn'tæstɪk/ *adj* 1 based on fantasy: *fantástico*; 2 great: *estupendo*
- farewell** /fer-'wel/ *n* the act of saying goodbye to someone that is leaving: *despedida*
- fascinating** /'fæsə,neɪtɪŋ/ *adj* of great interest, interesting: *fascinante*, *interesante*
- fast** /fæst/ *v* to eat no or little food for religious reasons: *ayunar*; *adj* quickly: *rápido*
- favorite** /'feɪvərɪt/ *adj* preferred: *preferido*
- fear** /fɪər/ *n* the feeling that something both undesirable and uncontrollable may happen: *miedo*
- feed** /fi:d/ *v* to give food to animals or people unable to eat on their own, for example, small children: *alimentar*, *dar de comer*
- feel** /fi:l/ *v* to experience something: *sentir*
- field** /fi:ld/ *n* an usually flat area of land without trees, good for growing plants or raising animals: *campo*

fight /faɪt/ *v* to try to defeat another person, usually physically: *pelear*

finger /'fɪŋgə/ *n* part of the hand: *dedo*

fire /faɪə/ *n* the state of combustion that produces flames: *fuego*; *2 v* to shoot a weapon: *disparar*

fit /fɪt/ *v* to correspond to a complementary object: *adecuado, apropiado*; *adj* in good health: *sano, en forma*

flat /flæt/ *adj* horizontal, without projections on the surface, like a tabletop: *plano*

flight /flaɪt/ *n* a journey in an aircraft: *vuelo*

flood /flʌd/ *n* to fill or become covered with water: *inundación*

focus /'foukəs/ *v* to concentrate on a person or thing: *enfocar*; *n* the point of concentration: *enfoque*

forecast /'fɔ:kæst/ *v* to predict: *prever, pronosticar*; *n* a prediction, for example, for the weather: *pronóstico del tiempo*

foreign /'fɔ:ɪn/ *adj* from another country: *extranjero*

forest /'fɔ:ɪst/ *n* land covered with trees: *bosque*

forever /fə'vevə/ *adv* for all time: *para siempre*

forget /fə'gɛt/ *v* to not remember: *olvidar*

forgiveness /fə'gɪvnəs/ *n* a desire to pardon or the act of pardoning: *perdón*

fruit /frʊt/ *n* the product of a plant or tree: *fruta*

fun /fʌn/ *n* the quality of a person or thing that provides amusement: *diversión*

funny /'fʌni/ *adj* a person or thing that makes you laugh: *divertido*

G

gather /'gæðə/ *v* to collect and bring together: *recolectar*

genre /'ʒɑ:nrə/ *n* art type: *género*

gesture /'dʒɛstʃə/ *n* a physical communication: *gesto*

get by /gɪt bɪ/ *ph v* to manage with a minimum effort: *arreglárselas*

get rid of /gɛt rɪd əv/ *ph v* eliminate or discard: *desechar*

ghost /gəʊst/ *n* the spirit of a dead person: *fantasma*

glitz /'lɪts/ *n* the quality of being attractive without any real value: *ostentoso*

gnaw /nɔ:/ *v* to bite or chew repeatedly: *roer*

go back to basics /'gō bæk tə bā-siks/ *idiom* an expression to show support of fundamental principles: *volver a los orígenes*

gorgeous /'gɔ:dʒəs/ *adj* very beautiful: *guapísimo, espléndido*

greed /gri:d/ *n* the excessive desire for money or possessions: *avaricia, codicia*

greedy /'gri:di/ *adj* having an excessive desire for money or possessions: *ávido, codicioso*

grief /gri:f/ *n* pain felt because a person or thing was lost: *duelo*

grow up /grəʊ ʌp/ *v* to pass from being a child to being an adult: *crecer*

guest /gɛst/ *n* a person invited to another's home or staying in a hotel: *invitado, huésped*

guinea pig /'gɪni piɡ/ *n* a small mammal used as a pet or as a subject for scientific experiments: *conejillo de Indias*

H

habit /'hæbɪt/ *n* a personal custom: *hábito, costumbre personal*

hang onto /hæŋ əntʊ/ *ph v* to hold tightly to something: *agarrarse con fuerza*

happen /'hæpən/ *v* to occur: *ocurrir, suceder*

hard /hɑ:rd/ *adj* *1* solid and firm to the touch: *duro*; *2* difficult: *difícil*

harvest /'hævəst/ *v* to collect crops: *cosechar*

health /hɛlθ/ *n* a person's general mental or physical condition: *salud*

healthy /hɛlθi/ *adj* possessing or giving good physical or mental condition: *sano, saludable*

hear /hɪər/ *v* to perceive sounds: *oír*

heart /hɑ:rt/ *n* the organ in your chest that sends blood around your body: *corazón*

here /hɪər/ *adv* in this place: *aquí*

high /haɪ/ *adj* in an elevated position: *alto*

highly /'haɪli/ *adv* to a great degree: *muy*

hilarious /hɪ'leəriəs/ *adj* very funny: *divertidísimo*

hit /'hɪt/ *v* to touch in a violent way: *golpear*

homeless /'həʊmləs/ *adj* without a home: *indigente*

honey /'hə-nē/ *n* a substance produced by various insects, like bees: *miel*

hope /həʊp/ *v* to want something to happen or to be true: *tener esperanza*

Glossary

house /'haʊs/ *n* a place where a person lives: *casa*

huge /hju:dʒ/ *adj* extremely large in size or amount: *enorme*

humanitarian /hju,mæni'teəriən/ *adj* relating to efforts to help people who live in bad conditions due to war or natural disasters: *humanitario*

hurt /hɜ:t/ *v* to damage a person physically or emotionally: *herir, lastimar, dañar*

I

idiom /'ɪdiəm/ *n* an expression particular to a language: *modismo*

increase /ɪn-'krēs/ *v* to make something larger in size or number: *augmentar*

industry /'ɪndəstri/ *n* any general business activity, for example, the automobile industry, the tourism industry: *industria, sector*

infinitive /ɪn'fɪnɪtɪv/ *n* the base form of a verb: *infinitivo*

influential /ɪnflu'ɛnʃəl/ *adj* having an important, powerful effect: *influyente*

inhale /ɪn'heɪl/ *v* to take air in one's mouth: *inhalar, aspirar*

intelligent /ɪn'telɪdʒənt/ *adj* very clever person: *inteligente*

invade /ɪn'veɪd/ *v* to enter as an enemy: *invadir*

J

jewelry /'dʒuəlri/ *n* ornaments people wear, for example, earrings, bracelets, necklaces: *joyas, alhajas*

join /dʒɔɪn/ *v* to put together, to unite: *unir, juntar*

joke /dʒɔʊk/ *n* a funny story or trick: *chiste, broma*

journey /'dʒɜːni/ *n* a trip or voyage of considerable distance: *viaje*

joy /dʒɔɪ/ *n* great happiness: *alegría*

juice /dʒuːs/ *n* the liquid contents of a plant or animal substance: *jugo, zumo*

jump /dʒʌmp/ *v* to move up into the air by using your feet: *saltar*

K

kangaroo /kæŋgə'ruː/ *n* herbivorous Australian mammal with a small head and arms, but strong legs and a thick tail: *canguro*

key /kiː/ *n* a small object used to open locks of, for example, doors or closets: *llave*

kidney /'kɪdni/ *n* a bean-shaped organ in the body that cleans blood: *riñón*

kill /kɪl/ *v* to make a person or animal die: *matar*

king /kɪŋ/ *n* a male ruler of a country, who holds this position because of his royal family: *rey*

know /nou/ *v* to understand an idea or to be conscious that a person or thing exists: *saber, conocer*

L

label /'leɪbəl/ *v* to put identification, usually a piece of paper, on something: *ponerle una etiqueta a algo o a alguien*; *n* a piece of paper that identifies something else: *etiqueta*

lab-grown /'lab 'grɔn/ *adj* that is created in a laboratory: *desarrollado en laboratorio*

lake /leɪk/ *n* water of a considerable size surrounded by land: *lago*

lamp /læmp/ *n* a device for providing light: *lámpara*

landing /'lændɪŋ/ *n* arrival on land or water from the air: *aterrizaje, amarizaje*

language /'læŋgwɪdʒ/ *n* the system of communication used by a group of people: *lenguaje*

last /læst/ *adj* final: *último*; *v* to continue in time: *durar*

laugh /læf/ *v* to show happiness with sounds: *reír, reirse*

launch /'lɑːntʃ/ *v* to send or shoot something into the air or water: *lanzar*

ledge /'ledʒ/ *n* the edge of a cliff: *orilla*

left /left/ *adj* remaining: *remanente*; *n* the opposite of the right side of the body: *izquierda*

leisure /'liːʒər/ *n* time outside of work: *tiempo libre, ocio*

life /laɪf/ *n* a condition distinguishing organisms from inorganic objects: *vida*

light /laɪt/ *n* something that makes things visible: *luz*; *adj* not heavy: *ligero, liviano*

literary /'lɪtə,rəri/ *adj* involving books: *literario*

liver /'lɪvər/ *n* an organ that helps to coordinate metabolism: *hígado*

long /lɑːŋ/ *adj* having a considerable linear extension: *largo*

lost /lə:st/ *adj* 1 possessed before, but not now: *perdido*; 2 to be in an unknown place, without a point of reference: *estar perdido*

lotion /'lō-shən/ *n* a liquid for cosmetic use: *loción*

low /ləʊ/ *adj* situated or occurring not far above the ground: *con poca altura*

loyal /'lɔɪəl/ *adj* of confidence to one's obligations: *leal*

luckily /'lʌkəli/ *adv* fortunately, with good luck: *por suerte*

lucky /'lʌki/ *adj* fortunate: *con suerte, afortunado*

lung /lʌŋ/ *n* a respiratory organ: *pulmón*

luxury /'lʌkʃəri:/ *n* something expensive but not necessary: *lujo*

M

machine /mə'ʃi:n/ *n* a piece of equipment that does a particular job by using electricity, steam, gas, or other source of power: *máquina*

make the most of it /'māk thə 'mōst əv ət/ *idiom* take advantage of something: *aprovechar al máximo*

marines /mə'ri:n/ *n* soldiers of the marine infantry: *infantería de marina*

married /'mɛrɪd/ *adj* having a husband or a wife; not single, divorced, or widowed: *casado*

match /mætʃ/ *n* 1 a game: *partido*; 2 a small, thin piece of wood or other flammable material with a chemical substance that can produce fire: *cerillo, fósforo*

mattress /'mætrɪs/ *n* the soft part of a bed: *colchón*

mean /mi:n/ *v* to want to express: *querer decir, significar*

milk /mɪlk/ *n* a liquid produced by the female of mammals: *leche*

mind /maɪnd/ *n* the collective elements of perceiving, willing, thinking, and judging: *mente*

miserable /'mɪzrəbl/ *adj* very unhappy, sad: *triste, abatido*

money /'mʌni/ *n* metal or paper used in exchange for goods and services: *dinero*

mood /mu:d/ *n* feelings at a particular time: *humor*

moon /mu:n/ *n* the natural satellite of Earth: *luna*

mouth /maʊθ/ *n* the opening in a person's face, used for taking in food and air: *boca*

mud /mʌd/ *n* wet earth, for example, the ground after rain or on the banks of a river: *lodo*

muscle /'mʌsəl/ *n* a tissue composed of cells or fibers, the contraction of which produces movement in the body: *músculo*

N

neat /ni:t/ *adj* with an orderly and clean appearance: *pulcro, ordenado*

needs /'nēdz/ *adv* of necessity: *necesidad*

nice /naɪs/ *adj* agreeable: *amable, simpático, bonito*

nightmare /'naɪt,meər/ *n* a terrifying dream: *pesadilla*

nose /nəʊz/ *n* the part of the face through which air is taken in: *nariz*

nostril /'nɑ:strel/ *n* one of the two openings on the bottom of the nose: *fosa nasal*

notice /'nəʊtɪs/ *v* to perceive, see: *darse cuenta*

novel /'nɑ:vəl/ *n* a story: *novela*

nutrient /'nu:triənt/ *n* a substance that all living things need to grow: *sustancia nutritiva*

O

old /əʊld/ *adj* 1 for a person, advanced in years: *mayor, viejo*; for a thing; 2 from an earlier time: *antiguo*

ocean /'əʊʃən/ *n* vast body of salt water: *océano*

outdoors /aʊt'dɔ:z/ *adv* in the open air: *fuera, al aire libre*

outlaw /'aʊt,lə:/ *n* a person escaping from the police: *fugitivo*

overwhelm /ō-vər-'hwelm/ *adj* to overpower by stronger force: *agobiar*

P

pack /pæk/ *v* to prepare bags before traveling: *empacar*; *n* 1 a bag, usually carried on a person's back: *mochila, maleta*; 2 a box, for example, for cigarettes: *paquete*

package /'pækɪdʒ/ *n* a container used for transportation, a box: *paquete*

pain /peɪn/ *n* a feeling of being sick or hurt: *dolor*

pair /pɛər/ *n* two people or things together, usually similar or corresponding: *par*

panel /'pænl/ *n* every frame that makes up a comic strip: *viñeta*

particularly /pər'tɪkjələrli/ *adv* especially: *en particular*

pattern /'pætərn/ *n* a repetitive design: *diseño, patrón*

pay /peɪ/ *v* to give something, usually money, in exchange for something else: *pagar*; *n* salary: *pago, salario*

performance /pər'fɔrməns/ *n* the execution of work or some other action: *representación, desempeño*

pet /pɛt/ *v* to caress, usually a domestic animal: *acariciar*; *n* domestic animal, for example, a cat, dog, or bird: *mascota*

plan /plæn/ *n* an outline or project: *programa*

plane /pleɪn/ *n* a vehicle designed for air travel: *avión*

poor /poːr/ *adj* having little or no money: *pobre*

population /,pə-pyə-'lā-shən/ *n* the inhabitants of a place or region: *población*

powerful /'paʊəfəl/ *adj* having a lot of strength or force: *poderoso, fuerte*

predict /prɪ'dɪkt/ *v* to say what will happen in the future: *predecir*

president /prezɪdənt/ *n* the chief of state: *presidente*

pressure /'preʃə/ *n* to force or influence someone to do something: *presión*

pretend /prɪ'tend/ *v* to think of something as true when the person knows that it is not: *fingir, aparentar*

pride /praɪd/ *n* an emotion that you get for doing something difficult: *orgullo*

prize /praɪz/ *n* something you receive for winning: *premio*

professor /prə'fesə/ *n* university teacher: *profesor, académico/a*

promise /'prɑ:mɪs/ *v* to tell someone that you will certainly do something: *prometer*

propose /prə-'pɔz/ *v* present an idea: *sugerir*

protect /prə'tekt/ *v* to defend: *proteger*

provide /prə'vaɪd/ *v* to give a person something needed: *suministrar*

pump /pʌmp/ *n* a device for raising liquids: *bomba*

pumpkin /pʌm(p)kən/ *n* a fruit of a vine used as

food: *calabaza*

put off /pʊt 'ɑ:f/ *v* to postpone or delay: *posponer*

Q

quality /'kwɑ:lɪti/ *n* the degree of excellence: *calidad*

queen /kwi:n/ *n* a woman who rules a country because she is part of the royal family or married to the king: *reina*

queue /kju:/ *n* an organized line or file of people, usually waiting for something: *fila, cola*

quick /kwɪk/ *adj* fast, rapid: *rápido*

R

rash /ræʃ/ *n* many small red spots on skin: *erupción, sarpullido*

reach /'ri:tʃ/ *v* to touch by moving or stretching: *alcanzar*

reason /ri:zən/ *n* a basis or cause: *motivo*

recognize /'rekəg,naɪz/ *v* to identify something seen or known before: *reconocer*

regret /rɪ'grɛt/ *n* to feel sorry about something: *lamentar, arrepentirse de*

relax /rɪ'læks/ *v* to become calm and not worried: *relajarse*

release /ri'li:s/ *v* to give liberty: *liberar*

reliable /rɪ'laɪəbl/ *adj* a person or thing on which a person can depend: *fiable, confiable*

remove /rɪ'mu:v/ *v* to move an object off or out of something else: *quitar, sacar*

rescue /rɛskju/ *v* to free from danger: *salvar*

research /'ri:sərtʃ/ *n* systematic investigation: *investigación*

resource /'ri:sɔrs/ *n* something that can be used when needed: *recurso*

résumé /'rɛzə,meɪ/ *n* a short document with a job applicant's education and work experience: *currículo, hoja de vida*

retreat /ri'tri:t/ *v* to escape danger: *retirarse, replegarse*

review /rɪ'vju:/ *v* to inspect or check something, usually seen before, for example, class notes before a test: *repasar, examinar*; *n* a summary: *reseña*

rewarding /rɪ'wɔːdɪŋ/ *adj* a feeling of gratification or satisfaction: *gratificante*
rhythm /'rɪðəm/ *n* the regularity of sound in music or poetry: *ritmo*
rich /rɪtʃ/ *adj* having a lot of money: *rico*
ride /raɪd/ *v* to be carried by a horse, car, bus, or other means of transportation: *montar, andar en bicicleta, moto, caballo u otro vehículo*
rise and shine /raɪz 'n ʃaɪn/ *idiom* to get out of bed: *¡arriba!*
roar /rɔːr/ *v* to make a loud noise, like a lion: *rugir*
robotics /rɒ-'bä-tɪks/ *n* technology to construct robots: *robótica*
romantic /rəʊ'mæntɪk/ *adj* of love or romance: *romántico*
root /ru:t/ *n* the part of a plant that grows under the ground: *raíz*
rose /rəʊz/ *n* a plant with a flower associated with romantic love: *rosa*
row /rəʊ/ *n* people or things in a line: *hilera, fila*
rub /'rʌb/ *v* to move something back and forth along the surface: *frotar*

S

save /seɪv/ *v* 1 to rescue someone from danger or rescue a thing from destruction or failure: *salvar*; 2 to keep: *guardar*
scald /skɑːld/ *v* to burn the skin with a liquid: *escaldar*
season /'siːzən/ *n* a period of the year: *estación*
seed /'sēd/ *n* grains produced by plants for growing new plants: *semilla*
seize /siːz/ *v* to grab something or someone: *agarrar*
selenite /se-lə-,nīt/ *n* moon creature: *selenita*
settle /'se-təl/ *v* to stay in a place: *instalarse*
shape /ʃeɪp/ *n* the physical form of a thing: *forma*
share /ʃeər/ *v* to divide portions among people: *compartir*
ship /ʃɪp/ *n* a floating transport vessel for the sea or space (intergalactic) travel: *barco*
shoot /ʃu:t/ *v* to discharge (send forth): *disparar*
short /ʃɔrt/ *adj* having little extension in time or space: *corto, bajo*
shortage /'shɔr-tɪdʒ/ *n* when there are not enough resources: *escasez*
sign /saɪn/ *v* to write your name on a document to show that you agree with its contents: *firmar*
silent /'saɪlənt/ *adj* making no sound: *silencioso, callado*
skater /'skeɪtər/ *n* one that skates: *patinador, -ra*
skin /skɪn/ *n* the soft tissue that covers an animal's body to protect its insides: *piel*
sky /skaɪ/ *n* the area above the ground where the sun and clouds are seen: *cielo*
slave /sleɪv/ *n* a person dominated by an influence or another person: *esclavo*
slow /sləʊ/ *adj* not rapid: *lento*
smash /smæʃ/ *v* to break to pieces with violence: *destrózar*
snake /sneɪk/ *n* a wild animal without limbs and a long body: *serpiente*
so far so good /sə fɑːr sə ɡʊd/ *idiom* an expression to say that something has proceeded without problems: *por ahora todo bien*
spaceship /'spā-sʃɪp/ *n* any device used for space travel: *nave espacial*
speech bubble /'spēch 'bæ-bəl/ *n* a graphic representation containing the dialogues in a comic: *globo de diálogo*
spelling /'spɛlɪŋ/ *n* the way words are written: *ortografía*
spend /spɛnd/ *v* to use time or to use money to pay for things: *gastar*
spongy /'spɒndʒi/ *adj* soft and full of holes: *esponjoso*
squatter /'skwɑːtər/ *n* a person who lives someplace without paying rent: *ocupante ilegal*
squire /'skwajə/ *n* a young man in the Middle Ages who was a knight's apprentice and helper: *escudero*
star /stɑːr/ *n* a large, luminous object in space, of which the sun is an example: *estrella*
statuette /_statʃu'_t/ *n* a small statue: *estatuilla*
stick /'stɪk/ *n* a long thin piece of wood: *palo*
stone /stəʊn/ *n* rock: *piedra*
stopwatch /'stɒp,wɒtʃ/ *n* a precise timer: *conómetro*

Glossary

store /'stoʊə/ *v* to put in a place for further use:

almacénar

storm /stɔːrm/ *n* wind and rain at the same time:

tormenta

strange /streɪndʒ/ *adj* not usual or normal: *raro*,

extraño

strong /strɒŋ/ *adj* a powerful thing or person:

fuerte, poderoso/a

stuff /stʌf/ *n* things: *cosas*

successful /sək'sesfəl/ *adj* arriving at one's

objectives: *exitoso*

suggest /səg'dʒest/ *v* to mention or introduce an

idea or plan for consideration: *sugerir*

sun /sʌn/ *n* the star nearest Earth, which gives

Earth heat and light: *sol*

supervise /supəvaɪz/ *v* to be watching over a

process: *dirigir*

supply /sə'plaɪ/ *v* to provide with something:

proporcionar

sure /ʃʊər/ *adj* definite, certain: *seguro*

surface /'sɜːfəs/ *n* the exterior of an object:

superficie

surrounded /sə'raʊndəd/ *adj* to have many things

or people around you: *rodeado*

swagman /'swægmən/ *n* (Australia) a man with

no home, who travels: *vagabundo*

swim /swɪm/ *v* to move through a liquid, usually

water: *nadar*

sword /sɔːd/ *n* a long, sharp metal weapon with a

handle: *espada*

syllable /sɪləbəl/ *n* a single vowel sound: *sílaba*

T

take off /telk 'ɑːf/ *v* to suddenly leave somewhere:

despegar

tasteless /'teɪstləs/ *adj* having no flavor: *insípido*;

having no aesthetic quality, *soso*

tasty /'teɪsti/ *adj* having a pleasant flavor: *sabroso*,

rico

tax /tæks/ *n* money that the government takes

from citizens to give public services: *impuesto*

tedious /'tiːdiəs/ *adj* boring: *tedioso*

terrific /tə'rifɪk/ *adj* extremely good: *estupendo*,

genial

theater /'θiətər/ *n* a building made for operas,
movies, or plays: *teatro*

thought bubble /'θɑːt ʌbə-bəl/ *n* a graphic

representation containing the thoughts of

characters in a comic: *globo de pensamiento*

throne /θrəʊn/ *n* monarch's chair: *trono*

ticket /'tɪkɪt/ *n* a piece of paper that permits entry

to an event or passage on transportation: *boleto*,

pasaje, entrada

tie /'taɪ/ *v* to hold something in place with a rope

or a string: *amarrar*

time flies /tɪm flɪs/ *idiom* a common way to say

that time passes quickly: *el tiempo pasa rápido*

timid /'tɪmɪd/ *adj* with no courage, shy: *tímido*

tobacco /təbəkō/ *n* a plant and its leaves used for

production of cigarettes: *tabaco*

touch /tʌtʃ/ *v* to feel something with one's finger,

hand, or other part of the body: *tocar*

town /taʊn/ *n* a populated area, bigger than a

village but smaller than a city: *pueblo*

tragic /'trædʒɪk/ *adj* very sad: *trágico/a*

train /treɪn/ *v* to practice something, for example,

a sport or a new job, to become capable at it:

entrenar, adiestrar, capacitar; *n* a vehicle that runs

on rails: *tren*

trait /treɪt/ *n* a distinguishing characteristic of a

person's nature: *rasgo*

translate /træns'leɪt/ *v* to convert the meaning of

a text from one language to another: *traducir*

translation /træns'leɪʃən/ *n* a text in a language

different from the text's original language:

traducción

travel /'trævəl/ *v* to move from place to place:

viajar

treatment /'trēt-mənt/ *n* the act of treating

someone: *tratamiento*

trip /trɪp/ *n* an excursion or journey: *viaje*

trooper /'trupər/ *n* a soldier or police officer:

soldado, agente

trumpet /'trʌmpɪt/ *n* a brass instrument: *trompeta*

try /traɪ/ *v* to attempt something: *intentar*

U

- uncanny** /ʌn'kæni/ *adj* strange, having extraordinary or mysterious abilities: *raro, asombroso*
- uncertainty** /,ʌn'særtnti/ *n* hesitation: *incertidumbre*
- unclaimed** /,ʌnkleɪmd/ *adj* abandoned or left: *sin reclamar*
- uncomfortable** /,ʌn'kʌmfərtəbəl/ *adj* causing physical or mental discomfort, disagreeable: *incómodo, molesto*
- understand** /,ʌndər'stænd/ *v* to comprehend, to know: *entender*
- unexpected** /,ʌnɪk'spektɪd/ *adj* surprising: *inesperado, imprevisto*
- unified** /'ju:nə'faɪd/ *adj* to be a single unit, united: *unificado, unido*
- unsure** /,ʌnʃʊər/ *adj* not certain: *inseguro, indeciso*

V

- vein** /veɪn/ *n* a natural tube that carries blood to the heart: *vena*
- vessel** /'vesəl/ *n* 1 a large boat or ship: *nave*;
2 small, natural tube that carries blood through the body: *vaso sanguíneo*
- volunteer** /,vɔ:lən'tɪər/ *n* a person who chooses to do work without pay: *voluntario*

W

- waffle** /,wɑ:fəl/ *n* a flat cake with small squares pushed into both sides: *wafle*
- wage** /weɪdʒ/ *n* money regularly given to employee: *sueldo, pago*
- waist** /weɪst/ *n* the middle part of the body, where pants and shirt meet and where a belt is worn: *cintura*
- want** /'wʌnt/ *v* to have a strong desire: *deseo*
- waste** /'weɪst/ *n* material that is unwanted or not useful: *desecho*
- wasteful** /'wɑ:st-fəl/ *adj* to use more than what is required: *desperdicio*

- wave** /weɪv/ *v* to make a hand gesture: *decir adios con la mano*
- wedding** /'wɛdɪŋ/ *n* a marriage ceremony: *boda*
- weigh** /weɪ/ *v* to find the quantity of mass, expressed in grams or kilograms: *pesar*
- weight** /weɪt/ *n* the quantity of mass, expressed in grams or kilograms: *peso*
- well-known** /'wel'nəʊn/ *adj* a person or thing that most people know or can recognize: *muy conocido*
- wheat** /wi:t/ *n* a cereal grain used to make bread and cakes: *trigo*
- whistle** /'wɪsəl/ *v* to make a song by forcing air through your lips: *silbar*
- whole** /həʊl/ *adj* entire: *entero*
- wildlife** /'waɪld,laɪf/ *n* animals living far from people: *vida silvestre*
- wizard** /'wɪzəd/ *n* a man who practices magic: *mago*
- wool** /wʊl/ *n* the soft, thick hair that grows on the bodies of sheep: *lana*
- worry** /'wəri/ *v* to be anxious: *preocuparse*
- wrestle** /'resl/ *v* to fight with someone by holding them and throwing them to the ground: *luchar*
- wriggle** /'rɪɡəl/ *v* to make small movements, turning on oneself, like a snake: *retorcerse*
- wrinkle** /'rɪŋkəl/ *n* a line on the skin, usually caused by age: *arruga*

Y

- you can say that again** /yē kin se 'ðæt ə--gen/ *idiom* expression to show agreement with what has just been said: *vaya que sí*
- young** /jʌŋ/ *adj* not old: *jóven*

Name: _____

Score: _____/50

1 Read the text and mark the sentences *T* (true) or *F* (false). (___/5 points)

Communities Help Communities

Administering fisheries and marine resources works best when responsibility is given to local communities. This is specially true in low-income countries, where there is a limited capacity and support for fisheries administration and conservation.

Locally Administered Marine Areas (LAMAs) are areas of ocean administered by communities that live near the coast. These communities safeguard marine biodiversity. From Fiji, Kenya, and Costa Rica, LAMAs have proven very effective in reducing local conflicts and conserving marine biodiversity. An organization called Blue Ventures works with communities in Madagascar and the Indian Ocean Region, helping them to establish appropriate systems for the marine resources.

- a. Local communities are good at administering fisheries and marine resources. ____
- b. There is support for fisheries administration in low-income countries. ____
- c. LAMAs are ocean areas administered by communities far away from the coast. ____
- d. LAMAs have been highly effective in conserving marine biodiversity. ____
- e. Blue Ventures is a system to administer marine resources. ____

2 Read the sentences and write *n* (noun), *adj* (adjective), or *v* (verb) for the words in bold. (___/8 points)

- a. Local communities are **responsible** for administering marine resources. ____
- b. Blue Ventures is an **organization** that works with different communities. ____
- c. My brother **volunteered** for rescue services. ____
- d. There were more **volunteers** last year. ____
- e. Blue Ventures **organizes** systems for the marine resources. ____
- f. My friend does **voluntary** work for the Red Cross. ____
- g. Administering fisheries works best when **responsibility** is given to communities. ____
- h. Systems for marine resources are very **organized**. ____

3 Read the sentences and write *A* (advice) or *P* (possibility). (___/5 points)

- a. Communities should be responsible for their resources. ____
- b. LAMAs might safeguard biodiversity better than foreign companies. ____
- c. LAMAs can reduce local conflicts. ____
- d. Blue Ventures should work with many more communities. ____
- e. Some say local communities shouldn't manage marine resources. ____

4 Complete the text with the words in the box. (___/8 points)

should (x2) can (x2) might (x2) shouldn't (x2)

Fundraising Garage Sale

Why don't you organize a garage sale for your school? First, you 1) _____ ask for permission from the school principal. Then you 2) _____ ask for permission from your teachers. After that, look for the best place to hold the garage sale. It 3) _____ be on the playground or in the gym. Invite parents to dig into their closets. They 4) _____ find barely used toys, games, and books. Some parents 5) _____ be willing to get rid of some of their clutter. You 6) _____ price the items at a very high cost. Price them at a reasonable cost. You 7) _____ throw away the leftover items. What you 8) _____ do is donate them to a shelter for families.

5 Complete the conversation. Underline the correct options. (___/6 points)

Tom: Hello. Thanks for volunteering. 1) *He is / I'm* Tom. What's your name?

John: My 2) *name's / name are* John. Nice to meet you.

Tom: There is a meeting on Friday. 3) *Are / Is* you available?

John: Sure.

Tom: OK. What 4) *are / is* your e-mail address?

John: My e-mail address 5) *is / am* tom17@mymail.com.

Tom: Can I have your phone number, please?

John: Sure. 6) *Is / It's* 343 95-967

6 Unscramble and write the questions. (___/8 points)

a. you / are / how / old

_____?

b. your / address / e-mail / what / is

_____?

c. name / what / your / is

_____?

d. your / number / is / telephone / what

_____?

7 Write an advertisement for a volunteer job at a pet shelter. (___/10 points)

Name: _____

Score: _____/50

1 Read the synopsis and complete the story map. (____/10 points)



A Silent Movie

The movie is set in Hollywood, in Los Angeles. Mel Funn, a great film director, goes to Big Picture Studios to sell a new script to the Chief. His big idea: the first silent motion picture in forty years.

At first the Chief, who is in danger of losing the studio, rejects the idea, but Funn convinces him that if he can get Hollywood's biggest stars to be in the film, he could save the studio.

Funn, Eggs, and Bell start hiring people for the film. Their first target is Burt Reynolds, whom they first surprise in his shower. This does not go well, but they are able to sign him on by appearing at his house in disguise. They recruit James Caan despite a disastrous lunch in his

broken trailer, and then torture Liza Minnelli at the studio commissary.

They then disguise themselves as flamenco dancers to get close to Anne Bancroft at a nightclub, and sign her on as well after a comical dance sequence.

In the process of their search for stars, the trio have a number of brief but funny misadventures. Funn's silent movie is completed in record time.

After the movie is over, the audience applauds wildly. "They seem to like it," Funn says.

The film ends with the jubilant audience out of the theater past Funn, Eggs, Bell, and the studio chief. At the end, a title card is shown: "This was a true story."



- a. Setting: _____
- b. Characters: _____
- c. Beginning: _____
- d. Middle: _____
- e. End: _____

2 Answer the questions. (____/5 points)

- a. What was Mel Funn's big idea? _____
- b. Why did the Chief reject the idea at first? _____
- c. Where do Funn, Eggs, and Bell have lunch with James Caan?

- d. How do they get close to Anne Bancroft? _____
- e. What is shown at the end of the movie? _____

3. Match each word to its definition. (___/5 points)

- | | |
|--------------|------------------------------------|
| a. Clever | ___ something that makes you laugh |
| b. Annoying | ___ a person who helps others |
| c. Funny | ___ someone who learns quickly |
| d. Kind | ___ extremely funny |
| e. Hilarious | ___ irritating |

4 Complete the sentences with the correct form of the verbs in parentheses. (___/8 points)

- People _____ (work) on the capsule now.
- The astronomers _____ (explore) the moon at the moment.
- Oh no! The ship _____ (fall) into the ocean.
- She _____ (try) to impress the members of the astronomy club.
- The Selenites _____ (not let) them escape now.
- They _____ (laugh) at him. He looks ridiculous!
- He _____ (not talk) to me anymore.
- She _____ (draw) what everybody is doing now.

5 Complete the sentences with words from the box. (___/7 points)

would like hope want

- I _____ like to go on vacation to Spain.
- I _____ to become a famous actor.
- I'd _____ to learn English very well.
- I _____ to be her best friend.
- I _____ like to meet Justin Bieber in person.
- I _____ to be the best student this year.
- I _____ you like the present I bought for you.

6 Write the words under the correct categories. (___/5 points)

In my opinion On the contrary On the whole For instance In addition

Summarize	Add	Contrast	Support an argument	Give an opinion

7 Write a movie review. (___/10 points)

Name: _____

Score: _____/50

1 Read the advertisement about the pirate club and number the paragraphs in the correct order. (___/3 points)

Pirate

- We are found alongside the canal and make the most of the waterways to have fun. Our club is for children from six to eighteen years of age. We teach club members how to use a one-man canoe as well as take part in team kayaking.
- During the summer holiday, young people are looking to get involved in activities that help them make the most of their time outdoors in the sun. Here at the Pirate Club, we organize an action-packed daily routine that will keep you occupied throughout the long summer days.
- New members will also learn health and safety rules, as well as what to do if they capsize, and of course there will always be fully qualified staff on hand to help out. All of the team leaders at the Pirate Club have first aid certificates. Kids and young people always have a great time at the Pirate Club!

2 Read the text again and mark the sentences *T* (true) or *F* (false). (___/5 points)

- a. The pirate club is next to the river. ____
- b. Children can become members from the age of four. ____
- c. Health and safety training is given to new members. ____
- d. Children learn how to use a canoe and go kayaking. ____
- e. The club provides first aid certificates. ____

3 Complete the text with the correct form of the verbs in parentheses. (___/7 points)

HOME ABOUT BLOG CONTACT



Health and safety 1) _____ (be) important at the Pirate Club. There 2) _____ (be) many activities that require a qualified member of staff to be ready in case of an accident. Children learn how to 3) _____ (use) a canoe and enjoy 4) _____ (go) kayaking. As they enter the water, the children will be sure to have put on their life jackets. The club 5) _____ (provide) all the kayaking and safety equipment at no extra cost. This summer, the sessions 6) _____ (take place) at Cuckmere Have. Every day at the Pirate Club, the members 7) _____ (do) a variety of activities, ensuring that these children activate different skill sets.



4 Write the sports and activities that go with the verbs in the table. (___/5 points)

karate soccer basketball roller blading gymnastics

do	go	play

5 Complete the survey with the correct form of the verbs in the box. (___/5 points)

not have go like play watch

Q: What 1) _____ you _____ doing in your free time?

A: I 2) _____ tennis on Mondays and Wednesdays, and 3) _____ out with my friends on the weekends.

Q: 4) _____ you _____ television?

A: Yes, I do. But I 5) _____ much free time. I have a lot of homework.

6 Underline the correct words to complete the sentences. (___/5 points)

- a. Jenny *like / likes* going to the cinema on Fridays.
- b. Clive still enjoys *going / goes* to the youth club even though he is almost nineteen.
- c. Max's mother *like / likes* playing tennis every morning.
- d. I enjoy *running / run* in the afternoons; it helps me digest my lunch.
- e. She *hates / hate* missing a game, but she cannot play today.

7 Complete the sentences using your own ideas and the words in the box. (___/10 points)

enjoy love would rather hate can't stand

- a. I _____.
- b. I _____.
- c. He _____.
- d. She _____.
- e. I _____.

8 Write a report about free-time activities you like and don't like doing at home. (___/10 points)

Name: _____

Score: _____/50

1 Skim the brochure and match the titles to the paragraphs. (____/4 points)

- a. Personal experience
- b. Something for everyone
- c. Think before you decide
- d. More than an ordinary vacation

____ Our adventure experience is a popular choice for families with teenagers. If you are bored watching television, then the Adventure Experience is for you! It can turn you from a couch potato into an adventurer!



____ It doesn't cost much to spend a night camping, go paintballing, or trek in the forest. It doesn't matter what you enjoy or how much time you have, there is something out there for you and your family.

____ Be careful with your choice. How fit are you? Are you afraid of heights? Some of these trips require stamina and are not for the fainthearted! Choose an experience that you and your family can really enjoy together.



____ Here is what one of our visitors said: "We went on a treetop trek last year and it was amazing! When we walked through the jungle, I spotted amazing birds and creatures of all kinds. It was a wonderful experience with professional guides."

2 Mark the sentences *T* (true) or *F* (false). (____/5 points)

- a. The experience is about enjoying yourself with your family. ____
- b. Adventure vacations are always exotic and expensive. ____
- c. You can choose any holiday for your family and have a good time. ____
- d. Vacations can improve the relationships in a family. ____
- e. The tour company is unprofessional. ____

3 Rewrite the phrases in bold using *re-* or *dis-*. (____/5 points)

- a. I would like to **write** my essay **again**. _____
- b. I **don't agree** with you. _____
- c. Could you **play** the video **again**? _____
- d. I **don't like** flying. _____
- e. She's going to **try** the jump **again**. _____

4 Write the words from the box under the correct categories. (8 points)

parachuting sailing cycling spa surfing meditation hiking waterskiing

Relaxation	Adventure	Sea
<i>yoga</i>		

5 Choose the correct response for each sentence. (___ /5 points)

- a. Can we go waterskiing this weekend?
 - 1) I'll pack our boots.
 - 2) That's a great idea! I'll call and book an instructor.
- b. Has Dad ever been parachuting?
 - 1) Oh, come on. It would be fun!
 - 2) Hmm. I'm not sure.
- c. I'm going to go bungee jumping!
 - 1) Hang on a minute! Is it safe?
 - 2) I'd like the ocean view.
- d. Are we all ready?
 - 1) Yes, let's go!
 - 2) Uhh, no thank you.
- e. Let's take a yoga class together.
 - 1) Oh no! where are you?
 - 2) Hmm, maybe.

6 Look at the sentences below and change them to reported speech. (___ /10 points)

- a. It is a good decision.
She said _____.
- b. I am on vacation.
He said _____.
- c. I will love every minute!
She said _____.
- d. We will come again next year.
My kids said _____.
- e. I can't believe how much I love parachuting.
He said _____.

7 Match the expressions to the functions. (___ /3 points)

- a. We could try waterskiing. ___ Indicates a decision
- b. Hmm. I'm not sure. ___ Thinking about doing something
- c. I'll call today. ___ Expressing uncertainty

8 Write a brochure for an adventure vacation. (___ /10 points)

Name: _____

Score: _____/50

1 Read the legend of *Theseus and the Minotaur* and number the paragraphs in the correct order. (___/3 points)

THESEUS AND THE MINOTAUR

- ___ As Theseus entered the palace, King Minos' daughter, Princess Ariadne, was watching him from her balcony. Theseus was so handsome that she thought her heart might fly out of her chest. Although the princess was very afraid of her father and she knew she should not help the prisoners, she decided not to let Theseus die.
- ___ The princess quickly left her window and ran downstairs as the guards were taking Theseus to the dungeon. When he saw Ariadne, Theseus immediately realized they were falling in love. Ariadne quietly ran back to her room to write Theseus a note with an escape plan.
- ___ Every year, cruel King Minos ordered fourteen young Athenians to enter a labyrinth so that the Minotaur could eat them. Theseus, the youngest son of the King of Athens, heard about the Minotaur and bravely decided to travel to Crete and defeat the monster. There, he was made prisoner.

2 Read the legend again and mark the sentences *T* (true) or *F* (false). (___/5 points)

- King Minos had a good relationship with Princess Ariadne. ___
- The King of Athens only had one child, Theseus. ___
- Theseus wanted to fight the Minotaur. ___
- Princess Ariadne always helped prisoners escape the Minotaur. ___
- She fell in love with Theseus because he was handsome. ___

3 Complete the legend with the correct form of the verbs in parentheses. (___/7 points)

While Theseus was in the dungeon, Ariadne 1) _____ (run) down to the labyrinth. While the guards 2) _____ (look) the other way, she hid a ball of thread and a sword behind the door. Then she 3) _____ (return) to the palace. As she 4) _____ (close) the door to her room, she 5) _____ (hear) the king call her. She 6) _____ (know) she had to look calm while she 7) _____ (wait) for Theseus to go to the dungeon.

4 Complete the sentences logically. (___/5 points)

- a. When Merlin arrived, Arthur was _____.
- b. When Arthur was walking, he _____.
- c. What were you reading when _____?
- d. While Arthur was growing up, _____.
- e. While Kay was preparing to be a knight, _____.

5 Complete the text with the words from the box. (___/7 points)

battle castle killed knight married poor sword

Robert Stewart, Duke of Albany, was a 1) _____ from Scotland. He lived from 1340 to 1420. He lived in a large and beautiful 2) _____ in Doune, Scotland. He had eight children with his first wife. When she died, he 3) _____ again and had three more children. But Robert wasn't a nice person. He was aggressive and probably 4) _____ his cousin. When Robert governed, some nobles fought with his army in the 5) _____ of Harlaw. In these times, nobles were rich, but most people were 6) _____. In pictures, Robert is seen with a large 7) _____ in his hand. Knights are interesting in adventure stories, but they weren't always nice in real life.

6 Underline the correct adverbs to complete the sentences. (___/8 points)

- a. When Arthur had a problem, he called Lancelot and he *immediately / slightly* came over.
- b. Kay was an excellent fighter. He *easily / extremely* won all competitions.
- c. Robin Hood fought *bravely / originally* against the king's army.
- d. I have no problem staying home. I'll *badly / happily* stay reading all Saturday morning!
- e. Did you know the story of Arthur and Guinevere? They were *madly / quickly* in love!
- f. When Merlin took her son, Igraine felt *easily / terribly* sad.
- g. Arthur had an accident and he was *badly / madly* injured.

7 Order the illustrations. (___/5 points)



8 Write a summary of the story of King Arthur. (___/10 points)

Assessment Unit 6

Name: _____

Score: _____/50

1 Skim the article and match the titles to the paragraphs. (____/3 points)

- a. Fans and Critics b. A Famous Prediction c. Personal Information

____ One of the most famous people in history for making predictions is Nostradamus. Born in the south of France in 1503, Michel de Nostredame studied medicine in Montpellier. He later became an apothecary, or someone who sold medicine. He practiced medicine in the time of the plague and traveled around France and Italy. In 1550, he started to write verses as Nostradamus that reportedly represented future events.

____ Some people believe Nostradamus predicted an amazing number of events in world history. Some of these include the French Revolution, the assassination of Abraham Lincoln, and World War II. However, critics say that Nostradamus did not really predict these things, and that people have adapted his work to current events to make it look like he predicted them.

____ Critics are supported by the fact that one of Nostradamus's most famous predictions did not come true. This prediction was that a great disaster would take place in New York City in July 1999. However, when July 1999 passed without disaster, scholars began to reinterpret the prediction to find a different meaning. In some cases, people have changed Nostradamus's writings to "prove" his predictions as true.

Source: encyclopedia.kids.net.au

2 Read the article and answer the questions. (____/14 points)

- a. What is Nostradamus's real name?

- b. What is an apothecary?

- c. When did Nostradamus start to write?

- d. What were two of Nostradamus's "predictions"?

- e. Why do critics think Nostradamus did not really make correct predictions?

- f. What was one prediction that did not come true?

- g. What did some people do with this prediction?

3 Complete the sentences with the correct form of *will* or *be going to*. (___/10 points)

- a. Experts predict that there _____ be more extreme weather in the future, so the government _____ change environment laws.
- b. Some people think that insects _____ be a popular food because they look disgusting. But chefs _____ invent attractive dishes.
- c. The population _____ continue to increase over the next fifty years. I think there _____ be a lot of social problems.
- d. There _____ probably be a lot of challenges in the future, but I think technology _____ solve most of them.
- e. _____ you _____ do anything for Environment Day? I think I _____ plant a tree!

4 Read the sentences and look at the words in bold. Label them *N* (nouns) or *V* (verbs). (___/5 points)

- a. It will be a big **challenge** to save the planet. ____
- b. Technological **advances** will help make a difference. ____
- c. They **plant** trees every Environment Day. ____
- d. They **change** their minds about what they are going to do all the time. ____
- e. There has been an **increase** in the population. ____

5 Match the sentences, or sentence parts, and complete them with the correct words. (___/8 points)

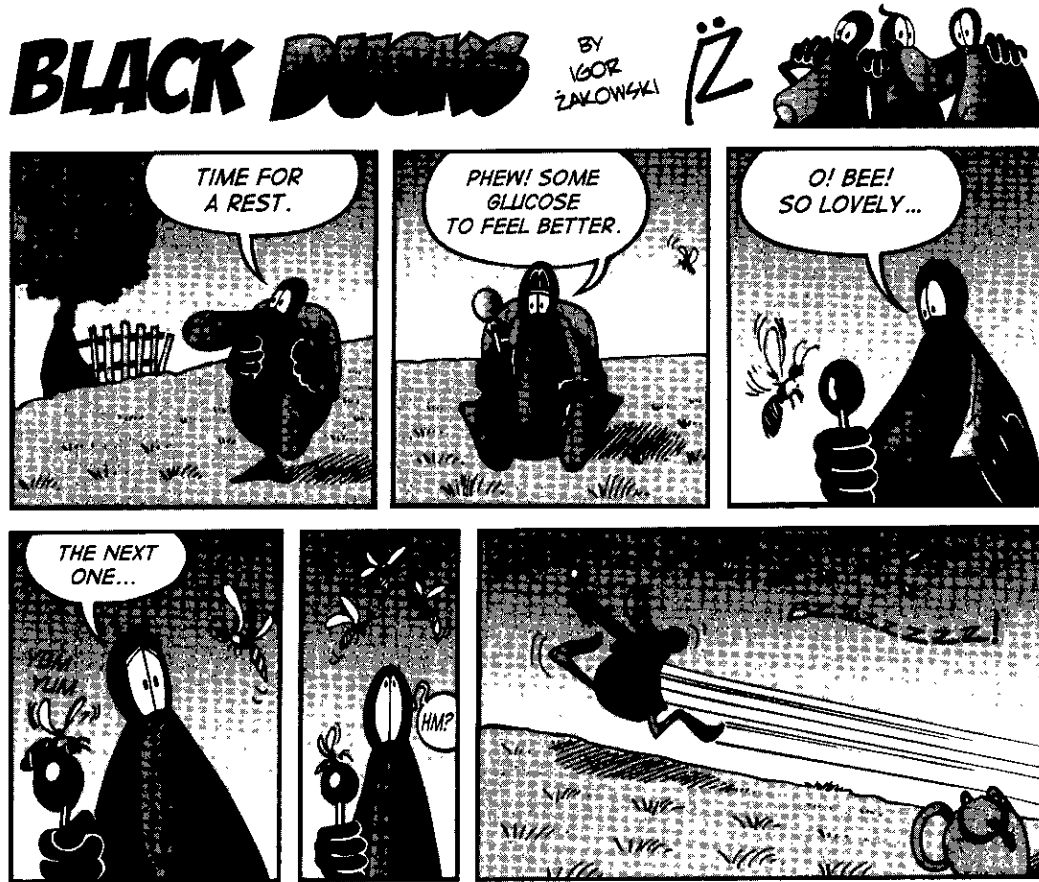
- a. He wants to take programming classes _____
 - b. It hasn't rained for three months. _____,
 - c. There is no meat on the menu, _____
 - d. He is studying medicine _____
- ____ I think I will try the insect burger.
____ we will have to save water.
____ he wants to be a doctor.
____ that he can get a job in computing.

6 Write three predictions for the future and what you are going to do about them. (___/10 points)

Name: _____

Score: _____/50

1 Read the comic and answer the questions. (____/9 points)



a. What is the title of the comic?

b. Who is the author?

c. How many panels does the comic strip have?

d. How many speech bubbles are there?

e. How many thought bubbles are there?

f. Is there a caption in the comic?

g. Write the onomatopoeias used in the comic strip.

h. How do non-verbal signs in comics help us understand the story? (2 points)

2 Mark the sentences T (true) or F (false). (___/6 points)

- a. At the beginning, the duck is tired. ___
- b. The duck and the bees are friends. ___
- c. The duck is in the city. ___
- d. In the fifth panel, the duck is worried. ___
- e. At the end, the duck walks slowly to his home. ___
- f. There are many ducks in the comic. ___

3 Match the idioms to their meanings. (___/5 points)

- a. We need to *go back to basics*. _____ Wake up!
- b. Let's *make the most of it*. _____ Everything is OK.
- c. *Rise and shine*, all of you! _____ Enjoy it!
- d. *So far so good*. _____ Yes, I agree!
- e. *You can say that again!* _____ Keep things simple, please.

4 Complete the sentences with the connectors from the box. (___/5 points)

when that which where who

- a. The year 2000, _____ Mike was born, was the beginning of a new century.
- b. This T-shirt, _____ I bought at my first concert, is my favorite.
- c. My favorite family member is my aunt Paola, _____ takes care of me after school.
- d. Sinaloa, _____ I was born, has beautiful beaches.
- e. These are the shoes _____ I got for my birthday.

5 Complete the sentences. (___/10 points)

- a. December is the month when _____.
- b. Mexico is the country where _____.
- c. _____ is the friend who _____.
- d. _____ is the music which _____.
- e. _____ is the movie that _____.

6 Match the phrases to their meanings. (___/5 points)

- a. This is a great scene! _____ asking for specifics
- b. Why do you say that? _____ clarifying information
- c. That's what I think... _____ looking for agreement
- d. What I mean is... _____ showing agreement
- e. Don't you think...? _____ showing enthusiasm

7 Write a review for the comic strip of activity 1. (___/10 points)

Name: _____

Score: _____/50

1 Read the text and match the titles to the paragraphs. (___/3 points)

a. Avoiding Errors

b. Introduction

c. More Examples

Words That Sound the Same

___ Homophones are words that sound the same but have different meanings and are written differently. For example, in the sentence ***There are two families with their dogs***, the words *there* and *their* sound the same but have different functions. *There* is an adverb of place, and *their* is a possessive adjective. *There* and *their* are homophones. Actually, *they're* is another one!

___ Homophones are confusing, but they are very common in English. Look, for example, at the sentence ***My two sisters went to the park, too***. The three words sound the same but have different functions and meanings.

___ What can you do to avoid mistakes with homophones? Try typing a sentence on a laptop or tablet with a spellchecker. The spell-check function will mark any words that you used incorrectly. And little by little, you will learn common homophones, and you will avoid mistakes.

2 Underline the correct words to complete the sentences. (___/5 points)

- Homophones *are / aren't* frequent in English.
- Homophones *look / sound* the same.
- You *can / can't* avoid mistakes with homophones.
- You're*** and ***our are / aren't*** homophones.
- Hear*** and ***here are / aren't*** homophones.

3 Write the American English version of the words. (___/6 points)

- | | |
|----------------------|---------------------|
| a. holiday: _____ | d. centre: _____ |
| b. travelling: _____ | e. favourite: _____ |
| c. trousers: _____ | f. flat: _____ |

4 Complete the tag questions. (___/6 points)

- You fell asleep in the movie, _____?
- He is buying the tickets, _____?
- It was such a great story, _____?
- You do like dancing, _____?
- That is such a great song, _____?
- We are in the same math class, _____?

5 Write the part of speech for the words in italics. Use abbreviations. (___/6 points)

- a. I am a dancer. I *train* every day. _____
- b. The judges on reality TV shows can be really *mean*. _____
- c. *It* was two years before he got an audition. _____
- d. She moved *silently* across the stage. _____
- e. The *popcorn* at the theater was too salty. _____
- f. They sat down quietly as the show *started*. _____

6 Match the terms to the definitions. (___/7 points)

- a. Phonetic script _____ a verb with preposition that has a specific meaning
- b. Synonym _____ a word in another language with the same meaning
- c. Phrasal verb _____ the grammatical function of a word
- d. Idiomatic expression _____ a word you can look for in a dictionary
- e. Translation _____ a written representation of sounds
- f. Part of speech _____ an expression with a meaning that you cannot guess
- g. Entry _____ a word that means the same as another word

7 Match the terms to the examples. All examples are related to the dictionary entry *flower*. (___/7 points)

- a. Phonetic script _____ /'flawə/
- b. Synonym _____ bloom, plant, blossom
- c. Phrasal verb _____ In the flower of youth (when people are young)
- d. Idiomatic expression _____ *flor* (Spanish), *fleur* (French), *Blume* (German)
- e. Translation _____ noun
- f. Part of speech _____ the part of a plant with colorful petals
- g. Definition _____ blossom out

8 Write an essay about learning English, or about speaking English. (___/10 points)

Name: _____

Score: _____/50

1 Read the text and match the titles to the paragraphs. (___/3 points)

a. How Hair Grows

b. Interesting Numbers

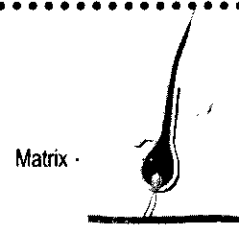
c. The Components of a Hair

Hair

___ You have about 40 million hairs on your head. Your hair grows 1.25 centimeters every month. If you never cut your hair, it will grow about 1.5 meters long. Each hair on your head grows for about two to six years, and then it falls out. About 50 to 100 hairs fall out every day.

___ Hair is made of keratin, a strong protein. It is connected to your skin by a follicle. At the bottom is the matrix, and the hair grows from the matrix.

___ Your hair grows in three phases. In the **anagen** phase, your hair grows. This is the longest period. Most of your hair is growing now. During the **catagen** phase, the growth slows down and the hair follicle becomes smaller. And finally, in the **telogen** phase, a hair stops growing completely and it falls out. But the good news is, a new hair begins in the anagen phase in the same place!



1. Anagen



2. Catagen



3. Telogen

2 Mark the sentences *T* (true) or *F* (false). (___/6 points)

- Hair grows for two to six months, and then it falls out. ___
- Hair can grow up to 1½ meters long. ___
- Some hair falls out every day. ___
- There are four phases for hair growth. ___
- In the catagen phase, your hair grows slowly. ___
- New hairs grow in different places than old hairs. ___

3 Write the words from the box under the correct categories. (___/9 points)

bronchi diaphragm heart intestine lungs pancreas tongue arteries veins

The digestive system	The respiratory system	The circulatory system

4 Complete the paragraph with the words from the box. (___/8 points)

esophagus large liver tongue mouth small stomach teeth

The Digestive System

It all starts when you put food in your 1) _____. You use your 2) _____ to chew the food into small pieces. Your 3) _____ mixes the chewed food with saliva. Then the food goes through the 4) _____, which is a tube that goes from the mouth to the stomach.

In the 5) _____, the food is mixed with gastric juices. The 6) _____ helps absorb fat into the blood. The 7) _____ intestine is the longest part of the digestive tract. Nutrients pass into the blood. Then, the 8) _____ intestine absorbs water, and the undigested substances are expelled through the anus.

5 Complete the sentences in passive voice with the verbs in parentheses. (___/4 points)

- a. Our body _____ (protect) by the immune system.
- b. Dangerous substances _____ (prevent) from entering the body by the anatomic response.
- c. Illness _____ (expel) from the body by sneezing and runny noses.
- d. The immune system _____ (make) up of various kinds of cells.

6 Complete the description with the correct form of the verbs in parentheses. (___/10 points)

Our bodies are miraculous “machines.” Their functions 1) _____ (perform) by specialized systems. The respiratory system 2) _____ (control) our breathing. Air 3) _____ (bring) into the lungs when you breathe. The oxygen 4) _____ (enter) the blood and 5) _____ (travel) to our entire bodies. The heart never stops; blood 6) _____ (circulate) through our system continuously. Digestion 7) _____ (start) in our mouths. In this process, our bodies 8) _____ (transform) the food into nutrients. By perspiration, some substances 9) _____ (eliminate) through the skin. And the incredible thing is that most of these functions 10) _____ (carry) out without our knowledge!

7 Write a leaflet about one of the following topics. (___/10 points)

- The digestive system
- Why eating healthy is important
- The human body
- How to take care of your body

Assessment Unit 10

Name: _____

Score: _____/50

1 Skim the article and match the titles to the paragraphs. (____/3 points)

a. The Ancient Culture

b. Introduction

c. The Modern Inca

____ The Inca people of South America have a long history. Today, they are an indigenous people that live in the Andes mountains of Peru. But before the Spaniards arrived, the Inca empire reached from Ecuador to part of Chile. Machu Picchu is an ancient Inca city. The Aztec and Inca territories were the strongest empires in the Americas.

____ The Inca had a powerful emperor and an army. The society was based on agriculture, and most Inca were farmers. Their main crops were corn and potatoes, and their clothes were made of llama wool and of cotton. The principal Inca language was Quechua.

____ The Spanish invasion in 1532 ended the Inca empire. Nowadays, Inca people still live in the Andes in Peru, and they are mostly farmers. Over seven million people in South America still speak a Quechua language, making Quechua the most spoken group of indigenous languages in the Americas. The Spanish language was influenced by Quechua; for example, the words *papa* (potato) and *cancha* (a closed field) are Quechua words.

2 Read the article and answer the questions. (____/14 points)

a. Where was the ancient Inca empire located?

b. What language did the Inca speak?

c. What crops did they grow?

d. What were their clothes made of?

e. When was the Spanish conquest of Peru?

f. What profession do most modern Inca have?

g. What are two Spanish words that originate from Quechua?

3 Match the words to their meanings. (___/6 points)

- | | |
|-----------------|--|
| a. Contents | ___ title for one section of a text |
| b. Glossary | ___ definitions of difficult words in a text |
| c. Footnote | ___ extra information placed below the text |
| d. Bibliography | ___ the main title for the whole text |
| e. Heading | ___ a list that shows how the book is divided |
| f. Subheading | ___ the sources that are mentioned in an article or book |

4 Underline the correct words to complete the sentences. (___/6 points)

- a. You use the expression *Are there any questions?* at the *beginning / end* of a presentation.
- b. You use the expression *It's not like that* when you *agree / disagree*.
- c. You use the expression *As I was saying...* to *add a new point / agree*.
- d. You ask, *Are you saying that...?* when you want to *clarify / repeat* what a person said.
- e. You use the expression *I'm not really sure...* to *express uncertainty / disagree*.
- f. You use the expression *Let me say something else...* to *add a new point / contrast with a previous point*.

5 Complete the text with the verbs in parentheses, in passive voice. (___/5 points)

- a. Boy and Girl Scouts from all over the world have a lot in common and they form a social group. Scouts like to play outdoors and camping trips _____ (plan) several times a year.
- b. A large international meeting _____ (celebrated) every four years.
- c. The internal event _____ (call) a "jamboree."
- d. Jamborees _____ (organize) in different countries every time.
- e. Lots of different languages _____ (speak) at Jamborees.

6 Rewrite the sentences using passive voice. (___/6 points).

- a. Over seven million people speak Quechua language.

- b. The Spaniard empire invaded the Inca territory.

- c. Inca people built Machu Picchu with dry-stone.

7 Write a description of a social group. (___/10 points)

Assessments Answer Key

Assessment 1

- 1 a. T, b. F, c. F, d. T, e. T
- 2 a. adj, b. n, c. v, d. n, e. v, f. adj, g. n, h. adj
- 3 a. A, b. P, c. P, d. A, e. A
- 4 1) should, 2) should, 3) can, 4) might, 5) might, 6) shouldn't, 7) shouldn't, 8) can
- 5 1) I'm, 2) name's, 3) Are, 4) What is, 5) is, 6) It's
- 6 a. How old are you, b. What is your e-mail address, c. What is your name, d. What is your telephone number
- 7 *Answers may vary.* Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Assessment 2

- 1 a. *Setting:* Hollywood, Los Angeles; b. *Characters:* Funn, Eggs, Bell, and the Chief; c. *Beginning:* Mel Funn goes to Big Picture Studios to sell a new script to the Chief. d. *Middle:* Funn, Eggs, and Bell hire Burt Reynolds, James Caan, Liza Minelli, and Anne Bancroft. They have funny misadventures. e. *End:* The film ends with a jubilant audience, and at the end a card is shown: "This was a true story."
- 2 a. The first silent motion picture in forty years. b. Because he is in danger of losing the studio. c. At James Caan's broken trailer. d. They disguise themselves as flamenco dancers. e. A title card: "This was a true story."
- 3 *(from top to bottom)* c, d, a, e, b
- 4 a. are working, b. are exploring, c. is falling, d. is trying, e. aren't letting, f. are laughing, g. isn't talking, h. is drawing
- 5 a. would, b. hope, c. like, d. want, e. would, f. want, g. hope
- 6 *Summarize:* On the whole; *Add:* In addition; *Contrast:* On the contrary; *Support an argument:* For instance; *Give an opinion:* In my opinion
- 7 *Answers may vary.* Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Assessment 3

- 1 2, 1, 3
- 2 a. F, b. F, c. T, d. T, e. F
- 3 1) are, 2) Are, 3) use, 4) going, 5) provides, 6) take place, 7) do
- 4 *do:* karate, gymnastics; *go:* roller blading; *play:* soccer, basketball
- 5 1) do, like; 2) play; 3) go; 4) do, watch; 4) don't have
- 6 a. likes, b. going, c. likes, d. running, e. hates
- 7 *Answers may vary.*
- 8 *Answers may vary.* Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Assessment 4

- 1 *(from top to bottom)* d, b, c, a
- 2 a. T, b. F, c. F, d. T, e. F
- 3 a. rewrite, b. disagree, c. replay, d. dislike, e. retry
- 4 *Relaxation:* yoga, spa, meditation; *Adventure:* parachuting, cycling, hiking; *Sea:* sailing, surfing, waterskiing
- 5 a. 2, b. 2, c. 1, d. 1, e. 2
- 6 a. that it was a good decision, b. that he was on vacation, c. that she would love every minute, d. that they would come again, e. that he couldn't believe how much he loved parachuting
- 7 *(from top to bottom)* c, a, b
- 8 *Answers may vary.* Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Assessment 5

- 1 *(from top to bottom)* 2, 3, 1
- 2 a. F, b. F, c. T, d. F, e. T
- 3 1) ran, 2) were looking, 3) returned, 4) was closing, 5) heard, 6) knew, 7) was waiting
- 4 *Answers may vary.*
- 5 1) knight, 2) castle, 3) married, 4) killed, 5) battle, 6) poor, 7) sword
- 6 a. immediately, b. easily, c. bravely, d. happily, e. madly, f. terribly, g. badly
- 7 *(from left to right)* 1, 4, 2, 5, 3
- 8 *Answers may vary.* Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Assessment 6

- 1 c, a, b
- 2 a. Michel de Nostredame. b. Someone who sells medicine. c. In 1550. d. (Two of) the French Revolution, the assassination of Abraham Lincoln, and World War II. e. Because people have adapted his work to current events. f. A great disaster in New York City in July 1999. g. They began to reinterpret the prediction to find a different meaning.
- 3 a. will, is going to; b. won't, are going to; c. is going to, will; d. will, will; e. Are, going to, will
- 4 a. N, b. N, c. V, d. V, e. N
- 5 a. so, b. Therefore, c. so, d. because; (*from top to bottom*) c, b, d, a
- 6 *Answers may vary.* Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Assessment 7

- 1 a. *Black Ducks*. b. Igor Zakowski. c. Six. d. Five. e. None. f. No. g. yum yum, bzzz, shoo! h. *Answers may vary.*
- 2 a. T, b. F, c. F, d. F, e. F, f. F
- 3 (*from top to bottom*) c, d, b, e, a
- 4 a. when, b. which, c. who, d. where, e. that
- 5 *Answers may vary.*
- 6 (*from top to bottom*) b, d, e, c, a
- 7 *Answers may vary.* Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Assessment 8

- 1 (*from top to bottom*) b, c, a
- 2 a. are, b. sound, c. can, d. aren't, e. are
- 3 a. vacation, b. traveling, c. pants, d. center, e. favorite, f. apartment
- 4 a. didn't you, b. isn't he, c. wasn't it, d. don't you, e. isn't it, f. aren't we.
- 5 a. v, b. adj, c. pron, d. adv, e. n, f. v.
- 6 (*from top to bottom*) c, e, f, g, a, d, b
- 7 (*from top to bottom*) a, b, d, e, f, g, c

- 8 *Answers may vary.* Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Assessment 9

- 1 (*from top to bottom*) b, c, a
- 2 a. F, b. T, c. T, d. F, e. T, f. F
- 3 *The digestive system:* intestine, pancreas, tongue; *The respiratory system:* bronchi, diaphragm, lungs; *The circulatory system:* heart, arteries, veins
- 4 1) mouth, 2) teeth, 3) tongue, 4) esophagus, 5) stomach, 6) liver, 7) large, 8) small
- 5 a. is protected, b. are prevented, c. is expelled, d. is made
- 6 1) are performed, 2) controls, 3) is brought, 4) enters, 5) travels, 6) circulates, 7) starts, 8) transform, 9) are eliminated, 10) are carried
- 7 *Answers may vary.* Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

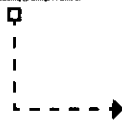
Assessment 10

- 1 (*from the top to bottom*) b, a, c
- 2 a. In Ecuador, Peru, and part of Chile; b. Quechua; c. Corn and potatoes; d. Wool and cotton; e. In 1532; f. Farmers; g. *Papa* and *cancha*
- 3 (*from top to bottom*) f, b, c, e, a, d
- 4 a. end, b. disagree, c. add a new point, d. clarify, e. express uncertainty, f. to add a new point
- 5 a. are planned; b. is celebrated; c. is called; d. are organized; e. are spoken
- 6 a. Quechua language is spoken by over seven million people. b. The Inca territory was invaded by the Spaniard empire. c. Machu Picchu was built with dry-stone (by Inca people).
- 7 *Answers may vary.* Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Marking Criteria

Evaluation of all skills in **Crossover** should be interpreted at the B1 (Threshold) Level of the Common European Framework. This states the student “can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.” You should keep this in mind when marking written and spoken work.

Writing



It is unrealistic to expect students to produce perfect examples of reviews, biographies, and other texts at A2 level. However, they should be aiming to do the following:

- Use simple sentences to describe an event (where, when and what happened).
- Use short sentences and expressions to write about different aspects of daily life.
- Write personal letters or e-mails with standard expressions conveying functions such as introducing oneself, inviting and responding, thanking people, or making requests.
- Give details about where they live and how to get there.
- Give information in questionnaires about their education, work, interests, and special skills.
- Use simple linking words effectively (but, because, or, etc.).
- Show they have a vocabulary large enough to give relevant information to the task.
- Use linking words to express a chronological sequence of events (first, then, etc.).
- Use previously taught language such as tenses and conditionals in appropriate texts and in a relevant way.

The overall marks in the table provide a uniform criteria to the question of whether a student has achieved the above goals when writing a text.

Overall Marking Scheme

Mark	Criteria (3 = Pass)
5	Excellent
4	Good
3	Reasonable
2	Inadequate
1	Poor
0	Irrelevant/illegible

However, before giving a final mark for a written text, separate assessments should be made on the following areas:

Content—Does the text include all the points related to the task?

Organization and cohesion—Is the text logically presented and understandable?

Appropriacy of register and format—Is the writing style and presentation appropriate to the type of text in the task?

Accuracy and range—Does the text include wide and effective use of previously taught vocabulary and grammar?

Target reader—Is the intended message clearly communicated?

A Concert Review

Content (major points)—Review must include all the points in the tips box, i.e., title, when and where they saw the performance, give general details (who wrote or performed it), more details (story, likes/dislikes), and a recommendation.

Content (minor points)—Extra details about the performance, including additional reasons why they liked or disliked it.

Organization and cohesion—Review contains clear organization of paragraphs moving from general to specific and giving an opinion and recommendation at the end.

Appropriacy—A review

Accuracy and range—Appropriate language for giving details of and an opinion about a performance. Use of relevant vocabulary and structures previously taught.

- 2 Circle two connecting words in the report that indicate contrast.
- 3 Write three questions about free-time activities you do at home. Interview some classmates.
- 4 Use your findings to make notes under each heading. Write a report about free-time activities you like and don't like.
Introduction Findings Recommendations Conclusion
- 5 In pairs, exchange and correct your reports. Write a final version.

Crossover 1, Student's Book, p. 34

Target reader—Enough information for the reader to form an opinion about the performance and decide if he or she would like to see it.

The Flaming Lips
November 17
Foro Sol, Mexico City

Last week I went to a festival which presented an american band called The Flaming Lips. I would describe them as a psychedelic happy band of alternative music. I know them since 1993 and this is the first time they come to Mexico.

First the staff appeared to fix the stage all dressed in orange as street workers, the drums, cables, amplifiers and even the microphones were orange too! Then the leading singer appeared in a white suit and said hello to us, and the show begun with different projections on the screens behind them.

A funny detail was that, previously they had chosen people from the audience to get dressed with teletubbies costumes and they appeared through all the show onstage, lucky them! The singer introduced them and then got inside a giant plastic bubble and walked on top of the crowd!

They played almost all their greatest hits and everyone sang each of them. I was a little unhappy when they said goodbye without playing one of my favourite songs. But for sure it was a great show, and you don't need to know them previously because for sure you are gonna love them.

Content—All content points covered and developed well. (5)

Accuracy and range—Mostly accurate, but some errors, (the show begun...) and awkward expressions (they appeared through all the show...) No examples of passive (taught in class). Excellent range. (4)

Organization and cohesion—Good, clear organization. Good use of linking words. (5)

Appropriacy—Generally appropriate. (4)

Target reader—Would be fully understood by the reader. (5)

Grade 5

Fabulosos Cadillacs

The Fabulosos Cadillacs were performed in México City at November.

They haven't been to México since 2002, when the band broken relations ships.

The band sang many songs and danced many styles in this concert. The people was singing all songs but when they sang "Malbicho" The people was clapping and dancing

The band played some instruments, all of them were magnificent. The sound was cool too. My favorite time was when they songs "Matador" This song was written for them and was a hit in the nineties.

If you like the rock music and ska, you should be listen this band.

Content—All major content points included, with some omissions. (3)

Accuracy and range—A number of errors that don't affect communication. Some attempts at passive voice. Reasonable range. (3)

Organization and cohesion—Adequate organization. No linking words. (3)

Appropriacy—Appropriate register attempted but not always successful. (3)

Target reader—Message communicated with some effort by the reader. (3)

Grade 3

Teaching Tips

Assessments

These marking criteria can be used for the written questions in the assessments in the *Teacher's Guide*. All writing assessments carry a score of 10 points. Use these criteria to mark your students' work and double the grade you give them to get a mark out of ten. It is also possible to adapt this system to the grading criteria you have in your school.

Mark	Mark	Mark
5	A	90–100%
4	B	70–90%
3	C	50–70%
2	D	30–50%
1	E	10–30%
0	F	0–10%

Correction and feedback

Students should be encouraged to correct their own and each other's work. Underline each mistake in a text and use the following key to tell students what type of error they are looking for.

It is often a good idea to focus on one particular problem area, rather than trying to correct every mistake in a text. Hold class feedback sessions about common problems.

Symbol	Meaning	Example
Sp	Spelling	recieved
P	Punctuation	Whats your name.
WO	Word order	Always I go shopping.
T	Wrong tense	They have played yesterday.
S/V	Subject-verb disagreement	The people was clapping.
M	Meaning not clear	Come and rest with us.
[]	Unnecessary word	It was too much difficult.
^	Missing word	You should listen them.

Speaking

Students' speaking skills should be continually assessed throughout the year using the speaking activities in the course book. It is important that students can express themselves in basic situations and use relevant strategies to help them make progress in the classroom. Functional situations include

- asking for and giving information.
- stating simple facts.
- ordering food.
- buying tickets.
- reacting to news.
- making and responding to invitations.
- describing likes and dislikes.
- making arrangements.
- responding to statements.
- describing oneself and others.
- describing homes.
- telling a simple story.
- describing one's background.
- asking for repetition.
- showing understanding.
- asking for help.

Evaluation takes into account the following performance indicators:

Grammar and vocabulary—Accuracy and range leading to effective interaction.

Discourse management—Logical development of sentences relevant to the task. Assess factors such as linking words and overlong hesitation.

Pronunciation—Ability to produce intelligible words that fulfill the requirements of the task.

Interaction—Active development of discourse, including initiating and responding appropriately.

Use these indicators to award an overall mark on the effectiveness of students' responses to the task.

Mark	Criteria (3 = Pass)
5	Excellent
4	Good
3	Reasonable
2	Inadequate
1	Poor
0	Irrelevant/incomprehensible

These marks can be adjusted and adapted to the marking scheme at your school (see writing evaluation).

Teaching tips

Correction and Feedback

This should be used to help motivate students rather than embarrass or demotivate them.

- Try to correct individual students on a one-to-one basis.
- Do not name individual students when doing class feedback.
- Monitor speaking activities and make notes of common mistakes for a class feedback activity.
- Do not try to record every mistake you hear. Focus on certain aspects and tell your students in advance what you are listening for, so they have an opportunity to correct themselves when they talk to each other.
- Give feedback on positive aspects and where students are making progress.

Track 2 (Unit 1, Activity Book page 13)

ADAM: Hello, could I speak to Mr. Jones, please?

MR. JONES: This is Mr. Jones.

ADAM: Good morning, Mr. Jones. My name is Adam, and I am very interested in volunteer work with your organization. Can you help me?

MR. JONES: OK, Adam. We always need young and enthusiastic people like you to help out. The first thing we need is to register your information.

ADAM: That's great! What do you need to know?

MR. JONES: OK. Tell me, how old are you?

ADAM: I'm only twelve years old.

MR. JONES: That's fine, Adam! Now I need to know if you have your parents' permission to volunteer.

ADAM: Sure! My mom is very happy about it. She says she is proud of my decision.

MR. JONES: That's great. Now tell me what are your interests. Then we can find the best place for you.

ADAM: Sure. I love animals, all kinds of animals. I also like to work with people. I like to talk and to read stories aloud.

MR. JONES: Great! And, what's your address?

ADAM: My address is 25 East Mountain Street, in Pasadena.

MR. JONES: Oh, that's perfect. I think I know the best place for you to help. We have a senior citizen center in Pasadena.

ADAM: I like that.

MR. JONES: Excellent. Now, what's your phone number?

ADAM: My phone number's 909 472 1200.

MR. JONES: OK Adam. And the last question is, when are you available to work?

ADAM: I can only volunteer on weekends because I have to do homework during the week.

MR. JONES: That sounds fine. Please wait for our call to tell you when you can begin to work.

ADAM: OK. Thanks, Mr. Jones. I'm excited about this volunteer work. I think it will be rewarding.

Track 3 (Unit 1, Activity Book page 13)

NARRATOR: a. We always need young and enthusiastic people.

b. Now I need to know if you have your parents' permission.

c. Now tell me what are your interests. Then we can find the best place for you.

d. I can only volunteer on weekends because I have to do homework during the week.

Track 4 (See Reader, pages 18–27)

Track 5 (Unit 2, Activity Book page 22)

LULU: Hey Max, what is your favorite movie?

MAX: *Star Wars*. The old movies. I might go and see the new one next week. I hope to see it in 3D, because the special effects are cool.

LULU: Who is your favorite character?

MAX: I like C-3PO.

LULU: But he's an annoying character. He's always waving his arms around. He is constantly complaining!

MAX: Yeah, but he's funny, and I think he's very clever. Science fiction movies are great. So, what's your favorite movie, Lulu?

LULU: Hmm ... I'm not sure. It might be *The Lord of the Rings*. My favorite character is Gandalf the wizard!

MAX: Guess what?

LULU: What?

MAX: I've never seen *The Lord of the Rings*!

LULU: Really?

MAX: I want to see it one day! Everybody says it is great.

LULU: I hope you do. It's amazing! Actually, I also like silent movies. I love the acting in silent movies, because the characters have to make exaggerated physical movements. In fact, I want to be an actor one day. It's a great way to express feelings.

MAX: But silent movies are boring!

LULU: No, they aren't! Last night I saw a Buster Keaton movie. He is absolutely hilarious. Some silent movies are also really tragic. I'd like to see more silent movies. There is lots of emotion without any words!

MAX: I suppose Charlie Chaplin is OK. I saw one of his films. I don't know who Buster Keaton is.

LULU: You should watch one of his movies! You might like it.

MAX: OK. I may try it sometime.

Track 6 (Unit 2, Activity Book page 22)

NARRATOR: a. He's an annoying character.

b. He is constantly complaining!

c. But silent movies are boring!

d. He is absolutely hilarious.

e. Some silent movies are also really tragic.

Track 7 (Unit 3, Activity Book page 33)

RADIO PRESENTER: Today we are discussing the results of a new free-time report.

Researchers say that over 60% of young people enjoy free-time activities each week. On the other hand, over three-quarters of twelve-year-olds play video games. We have 12-year-old Scott Parker and 11-year-old Jess Lawrence in the studio to answer some questions. Scott, what do you like doing in your free time?

SCOTT: I don't have much free time. I have a lot of homework. When I do have free time, I love hanging out with my friends.

RADIO PRESENTER: Where do you hang out?

SCOTT: Well, we like going to the mall, but we prefer visiting each other's houses where we can play video games or watch TV.

RADIO PRESENTER: I see. And do you ever feel that watching TV is a waste of your free time?

SCOTT: Hmm, no. I need the time to relax. I enjoy taking it easy with my friends. I don't like sitting around on my own. We're going to watch a movie this weekend.

RADIO PRESENTER: OK, what about you, Jess? What do you do on weekends?

JESS: I try to make time for my hobby.

RADIO PRESENTER: What do you do?

JESS: I go rollerblading with my friends. We go every weekend. We also really like going to the movies, but it is expensive.

RADIO PRESENTER: Do you ever feel your free time is unproductive?

JESS: That's a good question. Sometimes. I sometimes watch TV but it can be boring. I would rather be rollerblading in the park.

RADIO PRESENTER: What do you dislike doing in your free time?

JESS: I like school, but I hate studying on the weekend!

SCOTT: Yeah! I can't stand studying in my free time either!

Track 8 (Unit 3, Activity Book page 33)

NARRATOR: 1.

RADIO PRESENTER: What do you dislike doing in your free time?

JESS: I like school, but I hate studying on the weekend!

SCOTT: Yeah! I can't stand studying in my free time either!

NARRATOR: 2.

RADIO PRESENTER: Today we are discussing the results of a new free time report.

NARRATOR: 3.

RADIO PRESENTER: I see. And do you ever feel that watching TV is a waste of your free time?

SCOTT: Hmm, no. I need the time to relax. I enjoy taking it easy with my friends. I don't like sitting around on my own. We're going to watch a movie this weekend.

RADIO PRESENTER: OK, what about you, Jess? What do you do on weekends?

Track 9 (Unit 3, *Activity Book* page 33)

NARRATOR: 1. We're going to watch.

2. We're going to wash.

Track 10 (Unit 4, *Activity Book* page 42)

BOY: Dad, have you seen this ad for The Lakes—it looks great! Can we go on vacation there this year?

DAD: Hmm. I'm not sure. They look expensive.

BOY: But there's a discount on these.

DAD: I don't know. What do you think, Sheila?

MOM: Well, I'd love to relax for the weekend. I like the look of the yoga and massage break.

BOY: Yoga! That's boring! Let's go paint-balling! It's fun!

MOM: Uhh, no, thank you. Jane, what about you? Would you like to go to The Lakes Resort for a weekend?

JANE: Yes, definitely! We could try waterskiing and kayaking!

MOM: Yes, I'd like to go kayaking too, but I don't think I'd like waterskiing.

JANE: Oh, go on, Mom! Give it a go!

MOM: Hmm... maybe.

DAD: Wait a second! I can't swim!

MOM: Well, we could book two different types of vacations. Jane and I will do the water sports one, and you two can try paint-balling.

DAD: Hang on a minute! I don't want to go paint-balling either. Running around a forest shooting people isn't my idea of fun. Anyway, it's only for one night, and the water sports holiday is for two nights. I'd prefer to ride around a forest on a horse.

BOY: No, thanks, I don't like horse riding.

DAD: You've never tried it!

BOY: No, and I don't want to. What about tennis, gym, and sauna?

You need to get fit. Dad, and I'll have the chance to beat you at tennis again.

MOM: Yes, that's a good idea.

DAD: But I am fit!

MOM AND JANE: No, you're not!

DAD: OK, OK. I'll try the tennis holiday. I'll call and ask for more details.

BOY: Great! Will you check if there is Internet access at the resort?

DAD: OK. But, it is supposed to be a vacation. Can you manage two days without the Internet?

BOY: I suppose so.

JANE: Is waterskiing safe for beginners?

DAD: I don't know. I'll ask them about instructors. All right, then. We'll try and book two separate holidays. It'll be fun to watch you two trying to waterski, and I suppose I do need some exercise.

MOM: Remember to ask them how much it is!

DAD: Oh yes, of course. I hope they take a credit card!

Track 11 (Unit 4, *Activity Book* page 42)

NARRATOR: a. Yes, I'd like to go kayaking too!

b. Running around a forest shooting people isn't my idea of fun.

c. I'll have the chance to beat you at tennis again.

d. I'll call and ask for more details.

e. It'll be fun to watch you two.

Track 12 ("Unit 4, *Activity Book* page" 46)

NARRATOR: Song: I've Been Around the World

I'm not a timid girl,

What do you think of that?

I've learned some languages,

Bought stuff in Selfridges,

And a fancy hat!

Chorus:

What can I tell you that you don't know,

About the places I've been?

Got lots of photos and some videos to show

Of the things I've seen.

Last year I went to Rome,

I left my mountain home,

Danced in a Spanish park,

I saw a coral reef,

I snorkeled, swam, and skied,

I even met a shark!

(Chorus)

Next time you'll come with me,

In England we'll drink tea,

I can you show you around,

In Chile and Peru,

I'll introduce you to

All of the friends I've found.

(Chorus x2)

Of the places I've been,

Of the things I've seen.

Track 13 (See *Reader*, pages 52–59)

Track 14 (Unit 5, *Activity Book* page 52)

NARRATOR: The Legend of King Arthur (continued)

Young Arthur lost his first sword in the fight with Pellinore. But, Meriin found a new sword for him. They walked to a nearby lake where they saw a marble arm coming out of the water. The hand was holding a sword. Arthur rowed a boat to the middle of the lake and took the sword from the hand. The sword's name was "Excalibur." It was the most powerful sword on Earth. When Arthur was an adult, he married Princess Guinevere. One wedding gift was a round table for Arthur and his one hundred knights. Arthur and the Knights of the Round Table had many adventures. The best knight was called Lancelot. Lancelot also loved Guinevere, but he was Arthur's best friend. He kept his love secret from the king. Arthur's sister, Morgan, was jealous of Arthur. She taught her son, Mordred, to hate the king. One day, Lancelot and Guinevere were riding horses in the forest. Mordred saw them. He sent a letter to Arthur. "Lancelot and Guinevere are in love," the letter said. "Lancelot is a traitor." Arthur was extremely angry. He sent Lancelot into exile. At this moment, Mordred saw his opportunity. He immediately invaded England. Arthur felt terribly sad and betrayed. When war began, Lancelot quickly returned from exile to defend the King. Arthur and Lancelot fought bravely, but Arthur was badly hurt in the battle. He realized he was dying.

"Throw Excalibur back into the lake," he shouted to Lancelot. Lancelot threw the sword into the lake. Then, the Nine Queens of Avalon took Arthur away in a boat. Legend says King Arthur will one day return to rule Britain and to recover Excalibur.

Track 15 (Unit 5, *Activity Book* page 52)

NARRATOR: a. They walked to a nearby lake.

- He immediately invaded England.
- Arthur rowed to the middle of the lake and took the sword from the hand.

Track 16 (Unit 6, *Activity Book* page 63)

INTERVIEWER: How are you going to vote this week?

WOMAN: I can't decide. I think the Orange Party has some good ideas. For example, they'll probably help local hospitals. Therefore, I think they'll improve the medical service. That sounds good. But the Purple Party will be better for the environment. I think they'll create new pollution laws to reduce CO₂ emissions so that companies will be cleaner. The Orange Party probably won't do anything about traffic or the environment, but I believe they will concentrate on crime. I think the streets will be safer because they'll employ more police officers. The Purple Party won't concentrate on crime, but they'll probably concentrate on education. They'll spend more on education so I think students will learn more. Oh, I don't know. I'll have to decide soon... the election is on Thursday!

Track 17 (Unit 6, *Activity Book* page 63)

NARRATOR: a. **They'll** probably help local hospitals.

- The Orange Party probably **won't** do anything about traffic.
- I'll** have to decide soon.

Track 18 (Unit 7, *Activity Book* page 73)

CARLOS: Hi, Lucy. What are you doing?

LUCY: Oh, just looking at some old comics.

CARLOS: Wow! Avengers. I love Captain America and Iron Man.

LUCY: I prefer Spider-Man. But look at this. This is a great scene.

CARLOS: Why do you say that?

LUCY: Look at the sound effects. Don't you think they are great?

CARLOS: Yeah! Look at this one here, Kaboom! An explosion just as Ultron is playing a trick on Hawkeye.

LUCY: And look at this guy...

CARLOS: What is he doing exactly?

LUCY: He's throwing water on the Hulk. Splash! That is just asking for trouble!

CARLOS: That's what I think. Look at his reaction.

LUCY: What do you mean?

CARLOS: What I mean is the Hulk is angry. Aargh!

LUCY: Oh yes. I see. Crack! That is typical Hulk. He is destroying the whole building.

CARLOS: And look at this here. Poof! Ultron has disappeared.

LUCY: Yes. Iron Man can never catch him. He needs the help of Captain Marvel. She is awesome.

Track 19 (Unit 7, *Activity Book* page 73)

NARRATOR: a.

CARLOS: Kaboom! An explosion just as Ultron is playing a trick on Hawkeye.

NARRATOR: b.

CARLOS: Poof! Ultron has disappeared.

NARRATOR: c.

LUCY: He's throwing water on the Hulk. Splash!

NARRATOR: d.

CARLOS: What I mean is the Hulk is angry. Aargh!

Track 20 (Unit 8, *Activity Book* page 83)

JEFF: Hey, I'm Jeff. Pleased to meet you.

TONY: Hi, I'm Tony. Where are you from?

JEFF: New York. And you're from London, aren't you?

TONY: Yes. How did you know?

JEFF: I guessed from your accent. You said "from," I say "from."

TONY: You say tomato...

JEFF: You say tomato...

TONY: These biscuits are tasty, aren't they? Do you want one?

JEFF: What's a biscuit? Aaah... a cookie! Yes, thanks.

TONY: Do you live in New York now?

JEFF: No, I have an apartment here in Los Angeles. I've lived here for three years. Do you live here?

TONY: No. I'm only here on holiday. I moved to a new flat in London last year.

JEFF: What are you doing here?

TONY: I saw an ad for this festival on the Internet. I like films, so I decided to come. There was a big queue, but it was worth it.

JEFF: Yeah, the line was pretty long. What types of movies do you like?

TONY: I like horror films. I'm hoping to meet Johnny Jacks, the famous director. He is here, isn't he?

JEFF: Yes, he is. You are in luck. He's over there in the green pants.

TONY: Green pants?

JEFF: Yeah; over there.

TONY: Oh! Green trousers! You don't call them trousers, do you? Pants are something different in Britain. OK, I'm going to speak to him. Nice to meet you.

JEFF: So long... or, how do you say it? Cheers! Enjoy the rest of your vacation.

Track 21 (Unit 8, *Activity Book* page 83)

NARRATOR: UK

TONY: Where are you from?

I moved there last year.

NARRATOR: US

JEFF: You're from London.

What are you doing here?

Track 22 (See *Reader*, pages 106–115)

Track 23 (Unit 9, *Activity Book* page 93)

NARRATOR: The human heart is a very important organ. It pumps blood around the body and provides it with oxygen and nutrients. It also helps the body to get rid of unnecessary waste. Veins bring blood from around the body to the heart, while arteries take blood from the heart to different parts of the body. But how does the heart actually work?

The heart is divided into four parts, two atria and two ventricles. The atria are at the top of the heart, and the ventricles are at the bottom. First, blood enters the right atrium through the veins. Then it is pumped to the lungs by the right ventricle through the arteries. After that, the blood is sent back from the lungs to the left atrium. Finally, the heart pumps the blood out of the left ventricle to the rest of the body.

The job of the heart is a critical one. Without it, the body cannot function. This can lead to serious problems such as heart disease. The most common form of heart disease, coronary artery disease, blocks the arteries with cholesterol. Cholesterol is fat, and it makes pumping blood to and from the heart more difficult. What can you do to avoid this problem? Eat plenty of fruits and vegetables, and do a lot of exercise.

Track 24 (Unit 9, *Activity Book* page 93)

NARRATOR: a. It pumps blood around the body and provides it with oxygen and nutrients.

- b. The heart is divided into four parts: two atria and two ventricles.
- c. Eat plenty of fruits and vegetables, and do a lot of exercise.

Track 25 (Unit 9, *Activity Book* page 93)

NARRATOR: Veins pass through systems of cells and vessels. Vessels and cells surround systems of veins.

Track 26 (See *Reader*, pages 118–127)

Track 27 (Unit 10, *Activity Book* page 102)

TEACHER: Good morning, class. Today we have invited a psychologist to talk about how teenagers relate to each other. Bob Lewis, welcome to Buckingham High School.

BOB: Thank you and good morning. I am sure you don't want to listen to a boring adult like me talk to you about what it's like being a teenager. But let me ask you a question. How do you feel when your parents tell you what to do?

STUDENT 1: I guess I just feel frustrated. Maybe they have good intentions, but it sometimes annoys me. I'm not convinced by what they say.

BOB: Many young people feel the same way. But it is important to recognize that we all need some help and advice from time to time. Who else can you turn to for help?

STUDENT 2: Our friends.

BOB: Yes, that's right. Friends have an important role during teenage years. We can talk to them about how we feel and say things we wouldn't say to our parents. Many young people start to form groups of friends. Why do people form friendships with each other?

STUDENT 1: They have similar interests.

STUDENT 2: They like the same sports or music.

BOB: Yes, having similar interests is one reason. Also, they may communicate through special words or ways of talking, they behave in similar ways, or they dress in similar styles of clothing. Some people call these groups "cliques." Members of cliques often seem to be more cheerful, but they are often critical of people who are different. On the other hand, there are groups known as "clicks." Members of clicks are open and like meeting new people and listening to fresh ideas. People share a genuine interest in each other. Which groups do you consider help teenagers become respectful and positive young adults?

VARIOUS STUDENTS: Clicks.

BOB: That's right! It is important to have healthy relationships with people who are there for you in the good times and the bad times. Now, in pairs, you are going to discuss what groups you are involved with...

Track 28 (Unit 10, *Activity Book* page 102)

STUDENT 1: Maybe they have good intentions.

BOB: People share a genuine interest in each other.

Track 29 (Unit 10, *Activity Book* page 102)

NARRATOR: psychologist, teenagers, share, just, relationships

Track 30 (Unit 10, *Activity Book* page 106)

NARRATOR: Song: "Waltzing Matilda"

FEMALE SINGING: Once a jolly swagman camped by a billabong,
Under the shade of a coolibah tree,
And he sang as he watched and waited, 'til his billy boiled,
"You'll come a-waltzing Matilda, with me."

Chorus:

Waltzing Matilda, waltzing Matilda
"You'll come a-waltzing Matilda, with me,"
And he sang as he watched and waited 'til his billy boiled,
"You'll come a-waltzing Matilda, with me."

Down came a jumbuck to drink at the billabong,
Up jumped the swagman and grabbed him with glee,
And he sang as he shoved that jumbuck in his tucker bag,
"You'll come a-waltzing Matilda, with me."

(Chorus)

Up rode the squatter, mounted on his thoroughbred,
Down came the troopers, one, two, three,
"Where's that jolly jumbuck you've got in your tucker bag?"
"You'll come a-waltzing Matilda, with me."

(Chorus)

Up jumped the swagman and sprang into the billabong,
"You'll never catch me alive," said he,
And his ghost may be heard as you pass by that billabong,
"You'll come a-waltzing Matilda, with me."

(Chorus)

Expressions for Teachers

Class Discussions

Can you justify your answer?
 Who else would like to comment?
 Do you agree with that answer/comment?
 Who would like to write the answer on the board?
 On what did you base your answer?
 Let's brainstorm. Give me any words you can think of related to this topic.

Group Work

Take notes and prepare a report.
 Elect a group member to take notes.
 Who is going to present the report to the class?
 Come to a consensus.
 Have you reached a consensus yet?
 Everyone should give his or her opinion.
 Do you think he/she has a valid point?
 Has everyone expressed an opinion?

Reading

Look at the title and the illustrations and tell me what you think the text is about.
 Find examples in the text.
 Scan the text quickly for the key words.
 Just skim the text for the general idea.

Listening

Put your hand up when you hear the answer.
 Listen for the key words.
 Listen again and check your answers.

General

Take out your notebooks and copy the table.
 Would you like to share your opinion/answers with the class?
 Quickly compare your answers with a classmate.
 Research the subject on the Internet and find out all you can about it.
 Who would like to present their role play to the class?

Expressions for Students

Asking for Help

I'm having problems with this.
 I'm sorry, what are we supposed to do?
 Could you repeat the instructions, please?
 How do you pronounce it?
 What does ... mean?
 How do you say ... in English?
 Can you help me with this, please?

Checking Answers

What did you put for number 1?
 What do you have for number 2?
 I don't think that's right.
 That sounds/looks fine.
 You need to make one or two changes.
 Is this all right?

Role plays

What do we have to do?
 Do you want to start?
 Which role do you want?

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CD Contents

Audio

Track	Component
1	Copyright notice
2	<i>Activity Book</i> page 13
3	<i>Activity Book</i> page 13
4	<i>Reader</i> pages 18–27
5	<i>Activity Book</i> page 22
6	<i>Activity Book</i> page 22
7	<i>Activity Book</i> page 33
8	<i>Activity Book</i> page 33
9	<i>Activity Book</i> page 33
10	<i>Activity Book</i> page 42
11	<i>Activity Book</i> page 42
12	<i>Activity Book</i> page 46
13	<i>Reader</i> pages 52–59
14	<i>Activity Book</i> page 52
15	<i>Activity Book</i> page 52

Audio

Track	Component
16	<i>Activity Book</i> page 63
17	<i>Activity Book</i> page 63
18	<i>Activity Book</i> page 73
19	<i>Activity Book</i> page 73
20	<i>Activity Book</i> page 83
21	<i>Activity Book</i> page 83
22	<i>Reader</i> pages 106–115
23	<i>Activity Book</i> page 93
24	<i>Activity Book</i> page 93
25	<i>Activity Book</i> page 93
26	<i>Reader</i> pages 118–127
27	<i>Activity Book</i> page 102
28	<i>Activity Book</i> page 102
29	<i>Activity Book</i> page 102
30	<i>Activity Book</i> page 106

Images

Unit	Component
1	<i>Teacher's Guide</i> page 22
2	<i>Teacher's Guide</i> page 34
3	<i>Teacher's Guide</i> page 46
4	<i>Teacher's Guide</i> page 58
5	<i>Teacher's Guide</i> page 70
6	<i>Teacher's Guide</i> page 82
7	<i>Teacher's Guide</i> page 94
8	<i>Teacher's Guide</i> page 106
9	<i>Teacher's Guide</i> page 118
10	<i>Teacher's Guide</i> page 130

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