



# Sunburst

6

Primary

Activity Book

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# Dear Student,

This is your Sunburst Activity Book. We welcome you and invite you to enjoy it.

The book has:

**Unit opener:** You can see what the unit is about. There is information that tells you what you will be able to do at the end of the unit.

**Sunburst has 10 units and each unit has four lessons:** During the first lesson you will be able to explore the theme. In the second and third lessons, with the aid of your teacher, you will examine, understand, and interpret different models that will lead you to semi-guided practice during the fourth lesson. This process will give you the opportunity to assess any doubt you may have for the creation of your product, which will be done gradually throughout the unit. Each lesson has four moments:

## 1 Communicative activities

## 2 Reader: You will read some pages and answer a question.

**10 - What Is Important When Narrating a Sports Event?**

**1 Read and circle key words. Then, discuss with your class which event took place the day before.**

**Family and Community Environment**

**Social Practice of the Language**  
To narrate a sports event

**Scholarship**

- Explore narrations of sports events.
- Understand general information and details of narrations of a sports event.
- Narrate a brief fragment of a sports event.

**Product:** Narration

**EPIC LAST MINUTE GOAL!**

Yesterday in the stadium we had an amazing match. In the 90th minute of the match...

**2 Listen and read the narration. With your partner, fill in the flow map to analyze the sequence of events.**

...wait a minute... McPherson, the Ginger Prodigy attacker, is getting into the penalty area. Armand, the defender, is following him but he's slower. English supporters are surely getting nervous now. If they don't score a goal, we'll go to extra time. Simpson throws the ball to the keeper of the penalty area. Jones crosses the ball to the center... I can't breathe... McPherson strikes... Goal! This was absolutely an outstanding movement! Jones and McPherson played it well. The goalkeeper couldn't do anything. Brilliant game played by the English team. French supporters must be disappointed. In the 90th minute they are losing 2-3...

**3 Discuss with your classmates the purpose of the narration from the previous activity.**

**4 Listen to the narration again and visualize what you hear; draw it. Then, use those drawings to tell a partner what happened in the game.**

**5 Listen and analyze the narration with your partner. Follow the instructions.**

- Underline the sentences in which rhythm is faster.
- Circle the one in which volume increases.
- Draw a square around the one in which intonation is different.

Good job by Smith, he's been playing absolutely fantastic football here over the last couple months. The 21-year-old **Smith** has been making great plays all season long. Watch him right here, he's going into motion... the key is when they run these routes, they'd run into the linebackers. Look at him here! There he goes! He's coming right down the line! An awesome touchdown by Smith!

**6 Discuss with your class the differences and similarities between the soccer narration and the football narration. Focus on the way they transmit emotions.**

**Read**

Do you think you need to learn how to play in a tournament? (pp. 13-15)

**Narration**

- Write a list of sports. Choose one.
- Create a repertoire of words and expressions related to the sport.

**Self-evaluation (underline.)**

- explore narrations of sports events. I...
- identified key words to anticipate the event.
- analyzed the sequence of events.
- determined the purpose.

**Tip:** When you listen, try to visualize what you hear.

## 4 Self-evaluation: You will reflect on what you learned in the lesson.

## 3 Product Step: You will work on the unit's product collaboratively.

**Portfolio:** You will find specific instructions throughout the unit for activities that will help you practice what you learned to develop your product. Keep these activities in a portfolio.

**Product:** You will find some tips to check each of the steps you worked at the end of each lesson and put everything together to present the product and share it with your group.

**Review:** These exercises will show you how much you have learned during the unit.

**Glossary:** These pages can help you find the meaning of some words you don't understand in the lesson. You can also use a dictionary.

**Classroom Language for the Student:** You can use this list of useful expressions to practice pronunciation.

**Irregular Verbs:** You can refer to this list when in doubt about spelling.

**Icons:** These are the icons you will see at the end of each instruction in your book. They can help you understand what you need to do in each activity.

Appendix



Pairs



Reader



Glossary



Teams



Listen



Portfolio



Glossary	
<b>annoyed</b> adj. slightly angry	
<b>concerned</b> adj. worried about something	
<b>enterprise</b> n. a company, organization, or business	
<b>mug</b> n. a large cup with a handle used for drinking tea, coffee, etc.	
<b>once in a while</b> adv. occasionally	
<b>pleased</b> adj. happy or satisfied	
<b>stationary store</b> n. a shop that sells materials for writing	
<b>sponge</b> n. a thin tube for sucking up a liquid from a bottle or a cup	
<b>Unit 3</b>	
<b>clever</b> adj. smart and able to learn things quickly	
<b>coach</b> n. a large four-wheeled carriage pulled by horses	
<b>gather</b> v. to get things from different places and put them together in one place	
<b>mattress</b> n. pt. the soft part of a bed that you lie on	
<b>mill</b> n. a building containing a large machine for crushing grain into flour	
<b>shelter</b> n. a structure that provides cover or protection, as from the weather	
<b>wander</b> v. to walk slowly without a clear direction or purpose	
<b>wonder</b> v. to think of something you are not sure about	



# Should I Listen to Others' Suggestions?

- 1 Look at the pictures and share which type of snacks you prefer.



## Family and Community Environment

### Social Practice of the Language

To exchange suggestions to buy or sell a product

### Achievements

- Listen and explore suggestions in dialogues.
- Understand expressions used by speakers.
- Exchange suggestions in a dialogue.

**Product:** Dialogue to Exchange Suggestions

- 2 Listen. Then, exchange impressions with a partner to answer the questions.



Who are speaking?

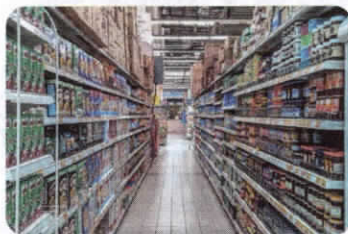
What is the dialogue about?

- 3 Circle the product and the place for buying it that Leo suggested.

a Product



b Place



- 4 Share how you would feel if one of your friends made suggestions to you concerning your eating habits.

I would feel **annoyed** because they don't like the food I eat.

I would feel **pleased** because they are **concerned** about my health.

- 5 Listen again and draw vertical lines where you hear pauses. Then, pay attention to the interlocutors' intonation and, in pairs, discuss how each of them speaks. Follow the example.



I think Alicia is euphoric when she mentions the chocolate ice cream.

—I'm very hungry. Let's buy a snack.

—Yes, Leo! It's time for a delicious chocolate ice cream!

—Are you sure, Alicia? I don't think it's very healthy for you to eat ice cream every day.

—Why not?

—I think it's OK to eat junk food **once in a while** but not every single day like you do. Why don't you try these cereal bars with dried fruits?

—I don't like dried fruits...

—Well, then, you could try the ones with nuts; they are great!

—You're right, I should change my eating habits... I'll buy one of those.

—If you like it, you can buy a box in the supermarket, it's much cheaper that way.

—Thanks for caring for my health!

Which information can I get by paying attention to the speakers' intonation?  
For information about this theme, go to page 111.

111

- 6 Reread the dialogue and circle the expressions used to make suggestions. What are they?

Which expressions are used to make suggestions?

For information about this theme, go to page 111.

111

### Reader

What does Katherine suggest doing in order to get money? (pp. 5-7)



## Dialogue to Exchange Suggestions

Step 1

- Check this and the previous page and create a list of words related to suggestions. If necessary, review the information provided on page 111.
- Use a dictionary to add some more words and expressions to the list.

**Self-evaluation** (Check the box or boxes.)



How did I explore suggestions in a dialogue?

- I identified the speakers.
- I recognized the products.
- I paid attention to the speakers' intonation.

**Tip:** It can be easier to explore suggestions if you identify phrases that introduce them such as: *You should...*, *You could...*, *How about...?*, or *Why don't you...?* among others.

1 Observe the material shown below. Draw what you would create with it. 



2 Listen and read. Circle the expressions used to start the dialogue and underline the ones used to end it.  

—Hi, Gabriel, are you OK?

—Hello, Emilia, not really. It's going to be my mom's birthday and I have very little money to buy her a gift.

—Have you thought about making her a gift?

—I'm not good at crafts.

—You don't have to be good! I've just seen a video on how to make wonderful design **mugs**. It's very simple and cheap. I can help you if you wish.

—What do I need?

—You should buy a stainless steel mug; you might find it in any kitchen supply store.

—And what about the design?

—Easy! You could buy some permanent markers at the **stationery store** and create a wonderful design. You may even include a message for your mom.

—It sounds like a great idea!

—Yes... I think I will start selling them.

—How about you doing them and me selling?

—We can have our own little **enterprise**! I like that! I should go now, but I'll see you tomorrow to help you make your mom's gift and discuss our project.

—Thanks a lot! Bye!

3 Reread the dialogue and fill in the graphic organizer. 





- 4 Listen to the dialogue from Activity 2 again. Write numbers to show how Gabriel felt when the conversation started (1), during (2), and at the end (3).








- 5 Circle who speaks first in each case.

a	person who gives a solution	a person who exposes a problem
b	a person who has an idea for a project	a person who offers to help in the project

- 6 Discuss.

- What would you suggest Gabriel to give his mother?

### Reader

How did Lisa and Katherine advertise their product? (pp. 8-9)



## Dialogue to Exchange Suggestions

Step  
2

- Choose a product you would like to give suggestions about.
- Explain why you think it is a good product.

### Self-evaluation (Circle.)


It was *easy* / *difficult* for me to identify the effect that Emilia causes in Gabriel during the conversation.

It was *easy* / *difficult* for me to determine the turns to speak.

**Tip:** If it was difficult to identify the effect caused in the interlocutor, remember to pay attention to the intonation as it can give you information about the way he or she feels.

# Lesson 3

## Time to Shine!

1 Look at the picture and discuss with your team. 


- Mention some eco-friendly products we all can use.




- What problem is the picture showing?
- What are the consequences of this problem?
- Which products would you suggest to solve it?

2 Listen to identify the suggestions. Circle them.   


—Hi, teacher! I'm ready to go on the school trip.  
 —Good morning, Aida! Did you bring your lunch inside a bag as I asked?  
 —Of course! Here it is.  
 —Wow! That bag is nice.  
 —Is it **eco-friendly**?  
 —Yes! We shouldn't use plastic bags anymore. This is a **water-resistant** paper bag, and wait to see what I have inside.  
 —Show us!  
 —These **straws**.  
 —What is special about them?  
 —They are **biodegradable** because they're made out of bamboo.  
 —Where can I buy them?  
 —You might order them online, I strongly recommend you replacing plastic straws with them.  
 —I'm thinking that we should produce some eco-friendly products and sell them ourselves. What do you think?  
 —Count on us!

3 With a partner, identify the expressions used in the dialogue and exchange impressions about them to fill in the chart. 

111



How can you ask for characteristics of products?  
 For information about this theme, go to page 111. 

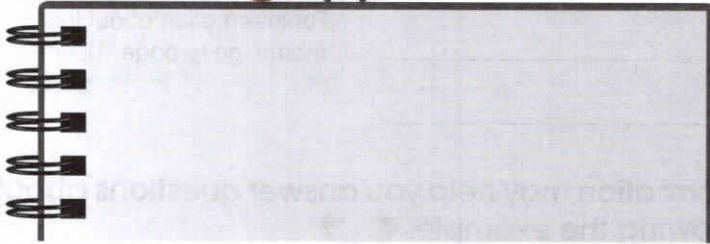
Expressions to Ask for Characteristics of Products	Expressions to Indicate Characteristics of Products

4 In small teams, analyze the content of Aida's expressions in the dialogue and compare it with the content of the expressions used by her classmates. Explain what the main difference is. 

- 5 Scan the words in bold in Activity 2. Split each word into two parts, write them below, and look up their meaning. 

Word	Part 1	Part 2	Meaning

- 6 Listen and identify the differences when a word is said on its own and when it is said as part of a sentence. Discuss them with a partner and write your conclusions.  




### Reader

How did Lisa solve the problem with her competitor? (pp. 10-12)



## Dialogue to Exchange Suggestions

Step  
3

- Use the questions asked in the dialogue from the previous page as a model to write five questions about a product of your choice. 

### Self-evaluation (Underline.)

The strategy that helped me understand expressions used by the speakers was:

- Comparing the content of expressions.
- Segmenting words into parts to improve comprehension.

**Tip:** If it is difficult for you to understand a speaker during a conversation, you can ask them to repeat what they said.

# Lesson 4

1 Look at the eco-friendly products. Draw a different one in the space provided.



2 Circle the option of your preference.

We would like to exchange suggestions to *buy / sell* an eco-friendly product.

3 With your partner, choose a product from the ones that were presented. Think of the best five questions you can ask about it and write them down.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_

What is the difference between open and closed questions?  
For information about this theme, go to page 111.

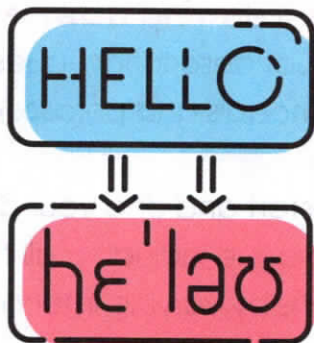
4 With your partner, decide which information may help you answer questions about the product you chose. Write notes following the example.



5 Circle one of the following questions to express alternatives in your dialogue.


- If I buy two, is it the same price?
- If I buy a box/package, is it cheaper?
- Do I find it in the supermarket or should I buy it in a special store?
- Can I sell my product here or should I ask for permission?

- 6 Use the questions and the notes you wrote on the previous page to rehearse a dialogue to exchange information about your product with your partner. Monitor his/her pronunciation. 



### ICT Box


If possible, use an online dictionary to check how words are pronounced. Click the sound icon after the word, listen and then repeat the word yourselves.

- 7 Establish dialogues with the pair that chose your product and the pair that presented the product you chose. Exchange suggestions. 

Be sure to include:


- phrases to start and end a dialogue
- the questions you wrote in Activity 3, page 12
- the expression you chose from Activity 5, page 12
- words and expressions to make suggestions

### Reader

What did Lisa's mom like particularly about the gift? (pp. 13-15) 

## Dialogue to Exchange Suggestions

Step  
4

- Create a chart with expressions that you can use in your dialogue. 

**Self-evaluation** (Check the box or boxes.)

To exchange suggestions about a product in a dialogue, I...

- asked questions to obtain more information about others' products.
- gave information about my product.
- used alternatives to give suggestions.

**Tip:** If you are still not very confident to exchange suggestions in a dialogue, you may prepare notes with useful expressions and relevant information. Have them at hand in case you need them.

# Product



## Dialogue to Exchange Suggestions

Work in pairs to do the following activities:

- Review your product description, questions, and expressions (modals and phrases) you filed in your portfolio.
- Plan how you will start and end your dialogue.
- Rehearse your dialogue including all the information you wrote.
  - Convey emotions by varying intonation.
  - Monitor pronunciation.
- Once you're ready, choose a partner to work with and present your dialogue in front of your class!

## Assessing my Learning Process

### Peer evaluation

Get together with another pair to exchange feedback about your dialogues.

Reflect if...

- ...suggestions were exchanged.
- ...appropriate expressions were used.
- ...intonation was appropriate.

### Self-evaluation

1 Answer.

- Did I exchange suggestions to buy or sell a product? \_\_\_\_\_
- Which expressions did I feel comfortable using? \_\_\_\_\_

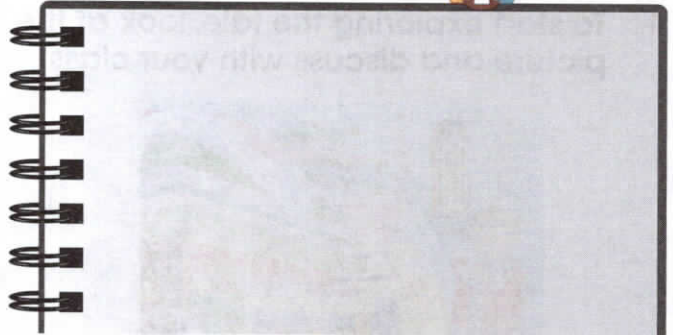
2 Look through the unit to recall what you have learned to learn, to know, and to do.

3 In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

1 Work in pairs. Illustrate a product you would like to give suggestions about.



2 With your partner, write notes to describe your product.



3 Circle the expressions used to start a dialogue and underline the ones to end it.

Hi! See you! Bye! Hello! I should go now.

4 With your partner, decide which phrases you may use to give suggestions. Write them down.



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5 With your partner, prepare three questions you can ask about a product.



a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

6 Write suggestions for the product you drew.



a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

7 Get with another pair and exchange suggestions.



# 2

## How Can I Relate with Tales?

- 1 To start exploring the tale, look at the picture and discuss with your class.



### Recreational and Literary Environment

#### Social Practice of the Language


To read fantastic tales

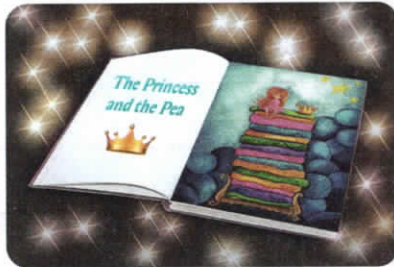
#### Achievements

- Explore fantastic tales.
- Read tales.
- Compare and contrast conduct, values, and settings.

**Product:** Illustrated Venn Diagram

- What do you think is the theme of this tale? \_\_\_\_\_
- Who was it written for? \_\_\_\_\_
- Why did the author write it? \_\_\_\_\_

- 2 Continue exploring the tale. Look at the illustration, read the title, and together with your partner answer the question. 



What is this tale about?



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- 3 Listen and read the tale. Circle unknown words and work with your partner to define them by considering the context.   

### The Princess and the Pea

by Hans Christian Andersen

There was once a prince who wanted to marry a real princess. But his mother, the queen, was very demanding and wanted nothing but the best for her son. One evening, a storm came on; rain poured down in torrents when a knock was heard at the door of the palace. It was a girl asking for **shelter**. She was all wet and her dress muddy; she looked awful. Yet she claimed to be a real princess. The queen, who didn't believe she was a princess, went into the bedroom where the girl was going to sleep, took all the bedding off

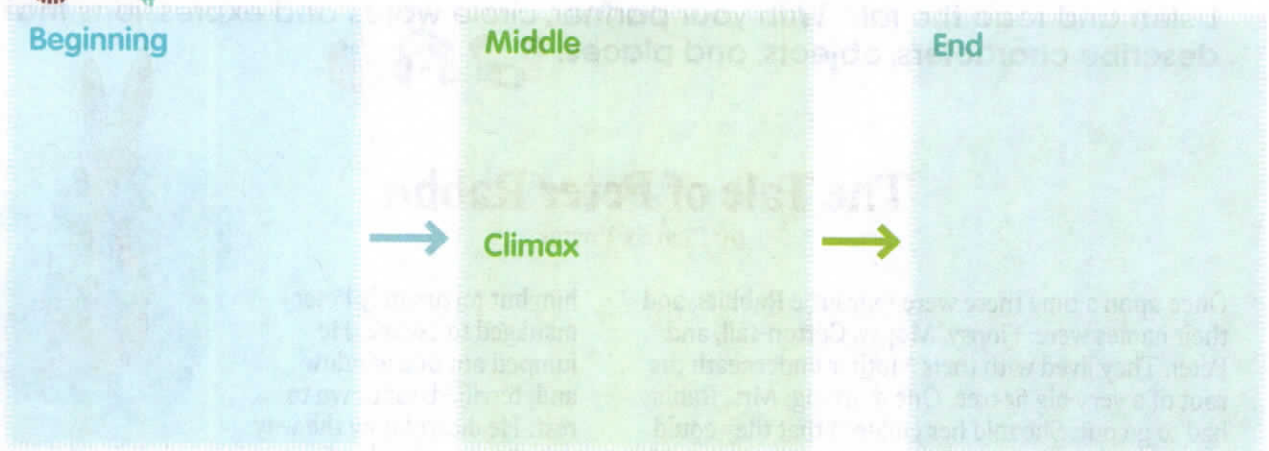
and laid a pea on the bottom; then, she took 20 **mattresses** and laid them on top of the pea. The next morning, she asked the girl how she had slept. "Oh, very badly! Heaven only knows what was in the bed, but I was lying on something hard," the princess said. Then they knew she had spoken the truth because nobody but a real princess could possibly have such sensitive skin. So, the prince took her for his wife. There, that is a true story.



- 4 Work in pairs to fill in the flow chart with information from "The Princess and the Pea."



Why is it important to understand the plot of a story? For information about this theme, go to page 112.



- 5 Identify the message of the tale.

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## Time to Shine!

- Mention other tales written by Hans Christian Andersen.

### Reader

What were roads like in Grid City? (pp. 18-19)



## Illustrated Venn Diagram

Step  
1




- Share the tale you brought for homework with your team and vote for one to work with.
- Read it and describe its plot in a graphic organizer.

### Self-evaluation (Check the box or boxes.)

To explore the tale I read, I...

- connected its theme with my previous knowledge.
- looked at the titles and images to predict its content.
- identified unknown words and expressions.
- It was *easy* / *difficult* for me to read the tale.

**Tip:** If it was difficult for you to read the tale, remember flow charts can help you a lot to sequence important information. Also, don't forget to reflect on what you read.

- 1 Listen and read the tale. With your partner, circle words and expressions that describe characters, objects, and places.   

## The Tale of Peter Rabbit

by Beatrix Potter




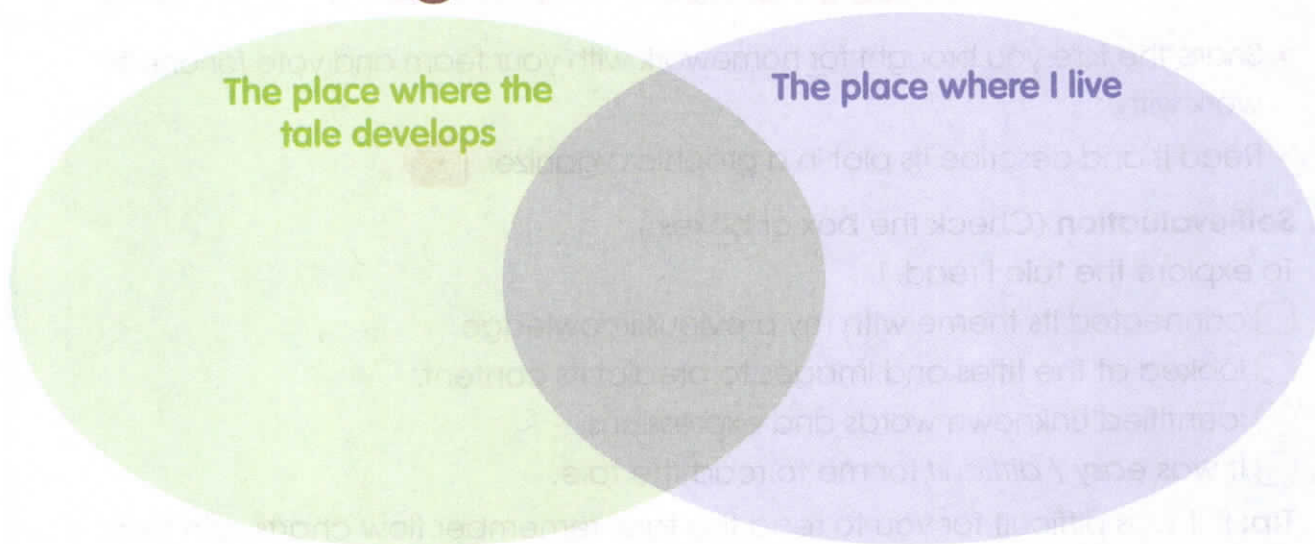
Once upon a time there were four little Rabbits, and their names were: Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother underneath the root of a very big fir tree. One morning, Mrs. Rabbit had to go out. She told her children that they could go into the fields or down the lane but never into Mr. McGregor's garden. "Your Father had an accident there; he was put into a pie by Mrs. McGregor," she explained.

Flopsy, Mopsy, and Cottontail, who were good little bunnies, went down the lane to **gather** blackberries. But Peter, who was very naughty, ran straight away to Mr. McGregor's garden and ate all his lettuce, French beans, radishes, and parsley. Mr. McGregor got extremely mad. "I will catch you!" he shouted and ran after Peter all over the garden. He caught

him but fortunately Peter managed to escape. He jumped out of a window and, terrified, sat down to rest. He didn't know the way out. After a while, he began to **wander** about, he met some animals but none of them helped him. Peter was desperate and began to cry.


Finally, Peter found the way out and slipped underneath the gate, and was safe at last. He ran home and when he arrived, he just flopped down upon the nice soft sand in the rabbit-hole. His mother didn't say anything; she put him to bed, and gave him a dose of chamomile tea. But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

- 2 Review the words used to describe places in the story. Then, with your partner, compare the place where the story develops with the place where you live. Fill in the Venn Diagram. 



- 3 Work in teams to share if you have ever gotten into trouble as Peter Rabbit did. 

4 Work in pairs to recall why Peter Rabbit got into trouble. 


5 Reread the fragment and discuss with your partner which sentence repeats the exact words Peter's mother uses to give him her advice.  112

What is the difference between direct and indirect speech? For information about this theme, go to page 112.

112

One morning, Mrs. Rabbit had to go out. She told her children that they could go into the fields and down the lane but never into Mr. McGregor's garden. "Your Father had an accident there; he was put in a pie by Mrs. McGregor," she explained.



6 Identify the punctuation marks used in the fragment from the previous activity. Reflect upon their function with your partner and write your conclusions. 




### Reader

Why didn't Mrs. Browse like Zellandine? (pp. 20-21)



## Illustrated Venn Diagram

Step 2


- Draw the place where the action of the tale you chose takes place. 

**Self-evaluation** (Check the box or boxes.)

I used the following strategies to understand the tale I read:

- Recognize words that describe characters, places, and objects.
- Identify the exact words that a character said.
- Analyze the function of punctuation marks.

**Tip:** To enhance comprehension, always establish connections with your personal experiences.

1 Look at the illustrations on this page and the ones on page 22. Exchange your impressions about them with your team. 

2 Listen and read.  

## The Master Cat (Part 1)

by Charles Perrault



Long, long ago, there was a miller who had three sons. When he died, he left his **mill** to the eldest

son, his donkey to the second son, and his cat to the youngest, who had always been his favorite.

The poor boy, with only one cat, **wondered** what he should do to get his bread. While he was sitting thinking about it, his cat jumped up on the table and touched him with his paw. "My dear master," he said, "I will get you what you need to live. Only you must buy me a pair of boots and give me a bag." The boy thought it was a wonderful thing to hear a cat talk. So, he took the cat to the shoemaker, and got him a pair of boots and gave him a nice large bag.

Once the cat received what he wanted he put some lettuce leaves and fine parsley into his bag, went into a rabbit warren, and held the bag very quietly open, hiding himself behind it. Two little



rabbits ran into it and the cat pulled the string of the bag, and carried them off



to his master. Early the next day, the cat took his bag and went again into the warren to catch two more fine young rabbits. But instead of carrying them home, he walked to the king's palace and knocked at the door. "I have brought a present to the king," said the cat. The porter let him in, and when the cat came into the king's presence he said, "My Lord Marquis of Carabas sends these rabbits to your majesty with his respects." After visiting the palace, the cat went home and told his master all he had done. The miller's son laughed; but every morning





the cat caught a rabbit and carried it to the palace with the same message.

3 Work in pairs to fill in the chart writing one action in each column.  

What is the difference between a main character and a secondary character? For information about this theme, go to page 112.

112

Main character	Secondary character	Narrator
_____	_____	

- 4 Reread the tale from Activity 1. Share with your partner a similar experience you have had and describe it below.  

Lined writing area for students to describe their experiences.


How can you make connections with a text? For information about this theme, go to page 112.

112

### Reader


Do you see Mr. Browse's love for Zellandine in his words or in his actions? How? (pp. 22-24)



- 5 Share your experience with another team and discuss how the conducts, values, and settings are similar to or different from the ones described in "The Master Cat." 

## Illustrated Venn Diagram

Step 3

- Share personal experiences you have had similar to the one of the tale you chose.
- Choose one and create an illustrated sequence of the events. 

**Self-evaluation** (Number the strategies according to the importance they have for you to understand a tale.)

- Analyze the effects caused by illustrations.
- Classify narrator, main character, and secondary characters for their actions.
- Reread to check understanding.

**Tip:** Creating mental images while reading will help you visualize the actions that take place in the story.

- 1 Listen and read. Discuss with your class how these sceneries are similar to or different from the ones where you live.



## The Master Cat (Part 2)

by Charles Perrault



One day the cat went to see an ogre that lived nearby in a magnificent castle. "I heard,"

the cat said, "great Ogre, that you are so **clever**, that you can turn yourself into any creature you please." "Yes, so I can," said the ogre. "Dear me," said the cat, "how much I should like to see your ogreship do it." The ogre turned himself into a lion, and roared loudly. Then, he changed back into an ogre again. The cat praised him a great deal, and then said, "Can your ogreship become a small animal?" "Oh, yes," said the ogre; and he changed himself into a little mouse. Immediately the cat ate him.

Then, the cat ran home and asked his master to go and bathe in the river. The miller's son obeyed; and while he was in the water, the cat took away all his clothes, and hid them. As soon as the king's carriage came into sight, just as the cat had expected for he always drove in that direction, the cat began to cry very loudly, "Help for my Lord the Marquis of Carabas." The king put his head out, and asked what

was the matter. "Oh, your majesty," said the cat, "my master the marquis was bathing, and someone has taken away his clothes." The king ordered one of his attendants to ride back to the palace and get a suit of his own clothes for the marquis, "who has so often sent me gifts," he said. And when they were brought, the cat took them to his master. The miller's son looked quite like a gentleman in the king's clothes, and when he went to thank his majesty for them, the king asked him to get into the **coach** and he would drive him home. The cat told the coachman to go to the Ogre's castle, and when they arrived, he said, "Your majesty and the princess are welcome at the castle of my Lord Marquis of Carabas."


The king was delighted, for it was indeed a very nice castle. They sat down to a great feast, which the cat ordered to be served, and the king was so pleased with the miller's son that he allowed him to marry his daughter and made him a prince. And they lived happily ever after.



- 2 With your partner, discuss which values are guiding the cat's conduct. Then, compare them with the values of someone you know. Write your conclusions.



This area is reserved for your discussion and conclusions.

- 3 Reread the two parts of the tale and, with your partner, identify the relationships among characters. Write them down and compare your answers with another pair. 

### ICT Box

If possible, create an online forum to share your impressions about the tales you read in this unit.

- 4 In small groups, share how your own relationships are similar to or different from the ones in the story. Follow the example.

*I have a father as the princess does.*

### Reader


What was different in the future? (pp. 25-27)



- 5 Considering all the aspects you have analyzed, discuss with your class the similarities and differences between your conducts and values and the conducts and values in France during the 18th century as described in "The Master Cat."

## Illustrated Venn Diagram

Step  
4

- Describe the characters from the tale you chose.
- Create a chart in which you compare the tale's characters with the people involved in the experience you illustrated. 
- Decide the material you will use to create your Venn Diagram.

### Self-evaluation (Underline.)

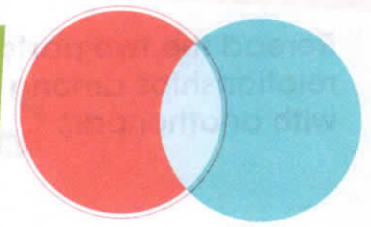
To compare and contrast conducts, values and settings, I...

- compare the sceneries from the tale with mine.
- compare the conducts and values from the tale with mine and the ones of the people I know.
- compare relationships in a story with my own.

**Tip:** When you read a story, try to find common ground, that will help you understand better!

# Product

## Illustrated Venn Diagram



## VENN DIAGRAM

Do the following activities:

- Take out your material.
- Analyze the evidence you filed in your portfolio.
- In the center of the Venn Diagram, illustrate similarities between your experience and the tale you chose.
- In the circles on each side, illustrate the differences.
- Make sure to include details about the setting, characters, and plot.
- Explain your diagram to your classmates!

## Assessing my Learning Process

### Peer evaluation

Work as a class to do the following activities.

- Debate to decide which were the three best diagrams.
- Reflect which aspects made them so good.

### Self-evaluation

1 Answer.

- Did I enjoy reading fantastic tales? \_\_\_\_\_
- Why or why not? \_\_\_\_\_

2 Look through the unit to recall what you have learned to learn, to know, and to do.

3 In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.



**1 Work in pairs to read the tale.**

**The Lion and the Mouse**  
by Aesop

Once when a lion, the king of the jungle, was asleep, a little mouse began running up and down on him. This soon awakened the lion, who placed his huge paw on the mouse and opened his big jaws to swallow him.

“Pardon, O King!” cried the little mouse. “Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, I may be able to do you a good turn one of these days!” The lion was so tickled by the idea of the mouse being able to help him, that he lifted his paw and let him go.

Some time later, a few hunters captured the lion and tied him to a tree. After that, they went in search of a wagon to take him to the zoo. Just then the little mouse happened to pass by. On seeing the lion’s plight, he ran up to him and gnawed away the ropes that bound the king of the jungle.

“Was I not right?” said the little mouse, very happy to help the lion.



**2 Describe a personal experience that is similar to the one from the tale.**

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**3 Work with a partner to tell him/her details about your experience. Don’t forget to describe where it took place.**

**4 With your partner, reflect on the similarities and differences between the values and conducts that are described in the story and the ones related to your personal experiences. Write your conclusions.**

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**5 Work in small groups to share how the values and conducts from Ancient Greece were similar to or different from yours.**

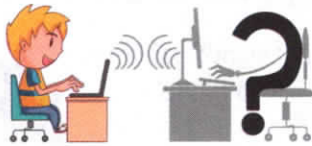


# How Do We Take Care of Ourselves?

- 1 Look at the picture, read the title, and discuss the questions with your classmates.



## Avoid Social Networking Risks



Nowadays in social networks, we can find many **risks** that may lead to unpleasant experiences. We must say that social networks *per se* are not the problem; the problem is not being able to notice the danger and not taking precautions. Children are exposed to stalking, theft of personal information, or blackmail, among other risks. So here is some **advice** you can follow to protect yourself:

- Don't post personal information (e.g., mobile number or addresses).
- Think twice before posting pictures or videos of yourself if you don't want people to see them and

### Academic and Educational Environment

#### Social Practice of the Language

To write recommendations to avoid personal risk situations

#### Achievements

- Analyze how a text to give recommendations is written.
- Plan the writing of recommendations.
- Write recommendations to avoid a personal risk situation.

**Product:** Illustrated Report

be able to download them.

- Think carefully about what you say before you write something online.
- Never share your passwords and keep your privacy settings as high as possible.
- Don't **befriend** unknown people and never meet up with people you've met online; remember not everyone is who they say they are.

Finally, we **advise** you that, if you see something online that makes you feel **unsafe** or **worried**, leave the website right away and tell a trusted adult. Never underestimate the risks, always keep safe!

- What is the theme of this text?
- Who is it written for?
- What is its purpose?

- 2 Work in pairs to identify and circle key words. Then, predict its content.



- 3 Listen and read. Identify unknown words or expressions and work with your partner to define them. Write them below.




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### Time to Shine!

- What risks are you exposed to when using social networks?

- 4 Scan the text to find bullets, words in bold, and words in italics. Discuss with your class why each of them is used.

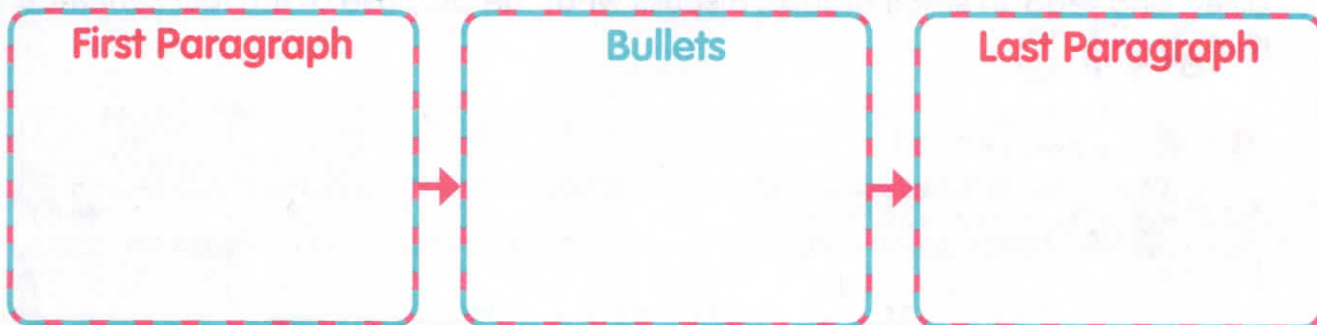
5 Reread the report and, with your partner, analyze its parts to fill in the flow chart.



113

What are the parts of a report? For information about this theme, go to page 113.

113

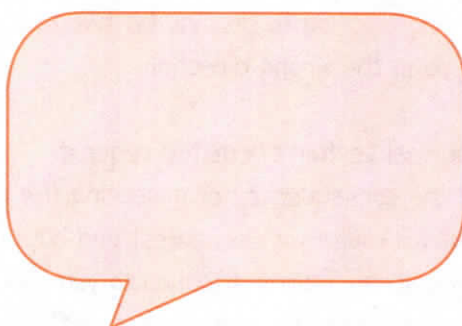
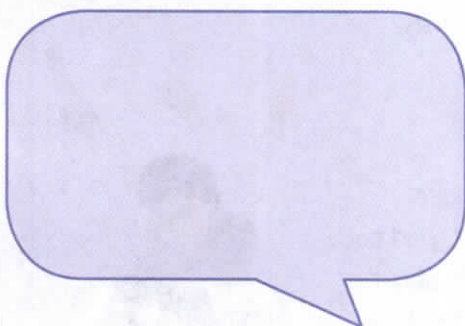


6 With your partner, review the recommendations given in the report. Agree on an example for each of the following cases. Write them down.



Direct Recommendation

Polite Recommendation




Reader

When does risk increase? (pp. 30-31)



## Illustrated Report

Step 1

- Check this and the previous page and create a list with words and expressions related to risk situations. 
- Use a dictionary to add some more words and expressions to the list.

**Self-evaluation** (Check the box or boxes.)

The strategies that I used to analyze how a text to give recommendations is written were:

- Identify key words to anticipate the content.
- Analyze the function of typographic components such as bullets, italics, and bold words.
- Examine the sequence of the text.
- Compare types of sentences.

**Tip:** Before you start reading the text, look at the illustrations or pictures and read the title; then, try to recall any previous knowledge you have about the theme.

1 Listen and read. In small groups, discuss what the purpose of the last sentence is.



**Dealing with Peer Pressure**


**What is it?**  
Peer pressure is when someone your age **pushes** you to do something.

**Why should you react?**  
Sometimes what they **request** you to do may be **harmful** or risky for you; it might lead you in the wrong direction.

**What to do?**

- First, **reflect** if you feel certain about the request.
- Then, **think** about the consequences of accepting the request.
- Finally, **choose** what will make you feel safest and happiest, and not what others want you to do. Paying attention to your beliefs about what is right and wrong can help you know the right thing to do.

**It is very important to avoid high-risk situations!**



2 Reread the report from Activity 1 and write letter patterns that are familiar for you, for example: *sh, ing, etc.* Compare with a partner and share how they are pronounced.




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3 With your partner, reflect on the effects caused by using different fonts, colors, and letter sizes. Write your conclusions.






4 Discuss with your class what a risk situation is and give examples of risk situations that may be caused by peer pressure. Write them below.

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5 Discuss with your partner which of the risk situations from the list you wrote you would like to give recommendations about. Write it down. 


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6 For homework, research information related to the situation you chose. Write notes on the lines below. 

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Which aspects should I consider when researching? For information about this theme, go to page 113. 

**Reader**   
How can you diminish the risk of fires at home?  
(pp. 32-33)

## Illustrated Report

Step 2

- Write a list of risk situations you may avoid and vote for one.
- For homework, research the risk situation you chose and write notes on cards. 


**Self-evaluation** (Number the strategies according to the importance they have for you to analyze how a text to give recommendations is written.)


- Recognize different ways to write sentences according to their purpose.
- Analyze familiar letter patterns.
- Identify the effects of using different fonts, colors, and size of letters.

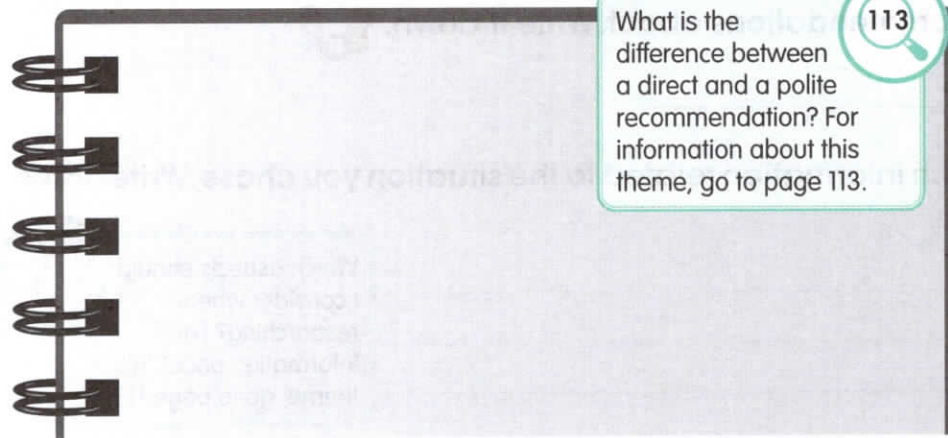
It was *easy / difficult* for me to give examples of risk situations.

**Tip:** Listen to others suggestions and connect what they said and what you read with your own experiences.

# Lesson 3

1 Work in pairs. Agree on a title for a report that will give recommendations to avoid the risk situation you chose while working in Activity 5 on the previous page. 

2 Look at the models provided on pages 26 and 28. With your partner, agree on five direct recommendations to avoid the risk situation you chose. Write them down. 




3 With your partner, agree on two polite recommendations to include in your report. Write them down. 

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4 Discuss with your partner which typographic components will be convenient to use when writing your report. Explain how you will use each of them. 

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- 5 Work with your partner to write an introduction for your report. Make sure to use new vocabulary to describe the risk situation you chose and explain the importance of taking measures to avoid it. 

What information is included in the introduction of a report? Read about this theme on page 113.

- 6 Read the suggestions you wrote on the previous page. Discuss with your partner if you can link two suggestions. In case you do, rewrite them using connectors.  

What are connectors used for? Go to page 113 for information about this theme.




### Reader

What risks are there in the streets and when you play sports? (pp. 34-37)



## Illustrated Report

Step  
3

- Write sentences to give recommendations on how to avoid the risk situation you chose. 

### Self-evaluation (Underline.)

To plan the writing of recommendations, we...

...selected a risk situation.


...decided what textual and typographic components to include.

...defined types of sentences that will be used.

...determined the order of the components.

**Tip:** When you write, always choose a theme that is interesting and relevant for you.

# Lesson 4

- 1 Work with your partner to order the suggestions you wrote in the previous lesson following a logical sequence. Add more connectors if necessary. 

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- 2 To write your conclusion, decide with your partner how you will repeat to your audience the importance of avoiding the risk you chose. 

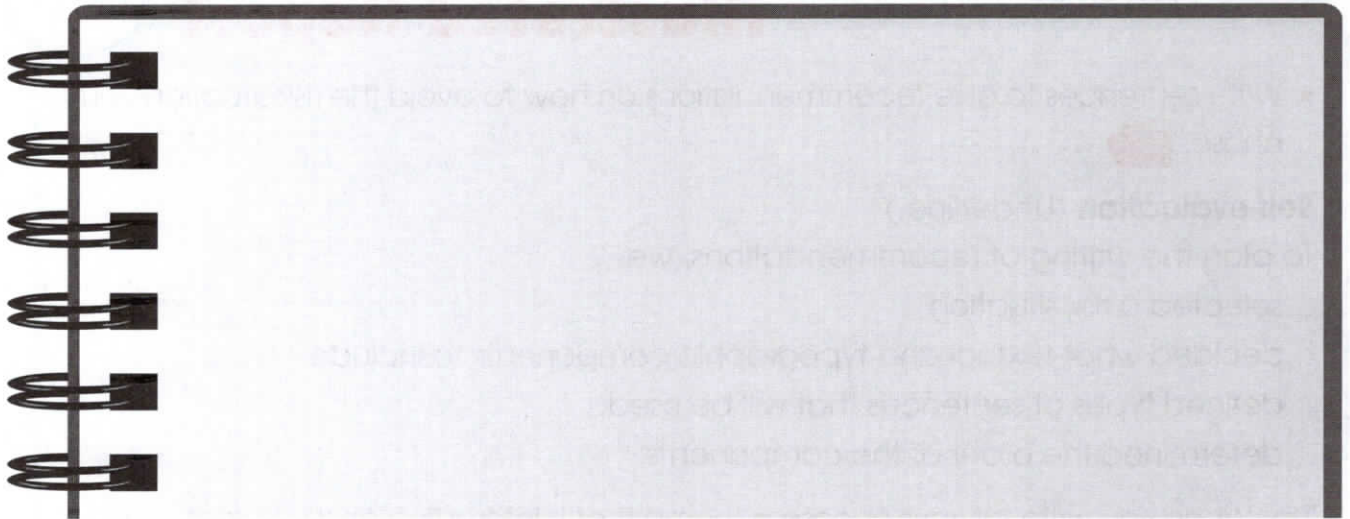
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113  
What information is included in the conclusion of a report? Go to page 113, to learn more about this theme.

- 3 Write a draft for your report using the information you wrote in this and the previous lesson. 

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- 4 **Work with another pair. Read their report and provide peer assessment in the chart below.** 

What is a contraction?  
For information about this theme, go to page 113.

	Yes	No	Comments
Their report is legible.			
Their report includes an introduction, recommendations, and a conclusion.			
Their recommendations are understandable.			
Connectors are used to link ideas.			
New vocabulary is included.			


- 5 **Use the checklist below for self-assessment.** 

	Yes	No
Did I check spelling of words containing unfamiliar sounds?		
Did I check the use of apostrophes for contractions?		
Did I start all my sentences with a capital letter?		
Did I end affirmative sentences with periods?		

### Reader


Can you avoid all risks? (pp. 38-39)



- 6 **Make necessary adjustments and, on a sheet of paper, create a final illustrated version of your report.** 

## Illustrated Report

Step  
4

- Write an introduction, a conclusion, and a title for your report. 
- Decide what graphic material you will use to illustrate your report and bring it for homework.

### Self-evaluation (Check the box or boxes.)

I used the following strategies to write recommendations.

- Use new vocabulary.
- Select connectors to relate sentences.
- Order sentences into a logical sequence

It was *easy* / *difficult* for me to assess my writing.

**Tip:** Always listen attentively to any peer assessment you receive as others may notice details we cannot.

### ICT Box

If possible, use a social media platform to share your recommendations with your friends.

# Product

## Illustrated Report

### Do the following activities:

- Take out your graphic material.
- Decide how to organize your report.
- Use the evidence from your portfolio to write it; make sure to include:
  - appropriate typographic components and connectors
  - different types of sentences
  - words with *tion*, *sh*, and *ing* letter patterns
  - new vocabulary
  - attractive illustrations
- Check:
  - order and legibility
  - spelling and use of apostrophes in contractions
- Post your report on the classroom wall.



## Assessing my Learning Process

### Peer evaluation

Choose one of the reports written by another team and assess it.

- On a sheet of paper, write which aspects of the report helped you understand the suggestions they made and which of them can be improved.
- Paste your sheet beside their report.
- Go where your report is pasted to check the feedback you receive from other classmates.


### Self-evaluation

1 Reflect and complete.

It was *easy* / *difficult* for me to write a report with suggestions on how to avoid a personal risk situation because \_\_\_\_\_.


2 Look through the unit to recall what you have learned to learn, to know, and to do.

3 In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

- 1 Work in pairs to think of a risk situation you have avoided in the past. Write an appealing title that suggests the need to avoid it. 

- 2 Work with your partner to describe the risk situation you chose and explain the importance of taking measures to avoid it. 

- 3 With your partner, write five recommendations for somebody to avoid it. 

- 4 With your partner, decide how you will repeat to your audience the importance of avoiding the risk you chose. 

- 5 Draw an illustration for your report.





# What Can You Tell About an Interview?

1 Look at the pictures and share what you know about this theme.



## Family and Community Environment

### Social Practice of the Language

To analyze and discuss an interview

### Achievements

- Explore interviews.
- Understand general information and some interview details.
- Discuss opinions about interviews.

**Product:** Discussion

2 Listen and answer the questions with your partner.



- Who is the interviewer?

\_\_\_\_\_

- Where are they?

\_\_\_\_\_

- What might be the reason for the interview?

\_\_\_\_\_



3 Listen and read. With your partner, identify the beginning, the body, and the ending of the interview. Then, tell which the text pattern is.



—Good morning, classmates! Today, Jim Robins is visiting our school.

Please Jim, tell us about yourself.

—Hi, everybody! I'm studying robotic engineering and I will start to teach robotic classes here in your school.

—That sounds great! So, can you start by telling us what a robot is?

—It's an automatic **device** that performs functions that living beings normally do.

—When was the first robot created?

—The first robot, Unimate, was created in the 1950s by George Devol.

—I can't believe the first robot was created the year my grandpa was born! What was it used for?

—It was used in the car industry to perform **tasks** that were dangerous for people.

—What are robots used for today?


—They are used for all sorts of **automation** projects; I could go on and on about it, but if you want to know more, you're all invited to my robotic classes.

—I'm sure you'll have lots of students in your course. Thanks for being here.

—Thanks for your invitation; it has been a pleasure.

Which text patterns do you know? For information about this theme, go to page 114.

114

- 4 Reread the interview on page 36 and circle the words that you consider most significant to understand it. Then, compare your answers with a partner and discuss to determine the audience and purpose of the interview. 

This interview will be listened to by

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Its purpose is to

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- 5 Explore the text with your partner to find the expressions that are used to start and end the interview. 
- 
- 

- 6 Within your team, share experiences you have had with robots. 

## Time to Shine!

- Mention some of the functions robots have nowadays.


## Reader

Where can interviews be published or shown?  
(pp. 41-43)



## Discussion

Step  
1

- Check this and the previous page and create a list of words and expressions used in interviews. 
- For homework, select an interview about a theme of interest.

### Self-evaluation (Check the box or boxes.)

The strategies that I used to explore the interview were:

- Analyze its patterns of organization.
- Determine audience and purpose.
- Identify expressions used to start and end.

**Tip:** Always explore visual elements and connect them with your knowledge about the theme.

- 1 Read quickly the interview in Activity 2 and circle unknown words. Define them with your class.
- 2 Listen and read. Work in pairs to underline key ideas and explain them using your own words.



What is paraphrasing?  
How to do it?  
For information about this theme, go to page 114.

114

- “Visiting outer space seems a bit crazy; that only happens in **sci-fi** films,” my mother told me when I dreamt about it. But that’s no longer dream; the day has come. Dr. Sue Jones will explain to us why. Welcome, Dr. Jones.
- Thank you. It’s a pleasure to be here.
- Dr. Jones, is it true that very soon we will be able to travel in a **spacecraft** to explore other planets?
- Yes, it is. In fact, some private companies, which have the purpose of taking common people into space, are already making trials sending objects such as cars to outer space.
- Can you describe the spacecraft that will be used?
- Trips will be made in a winged spacecraft. Since 2012, these spacecraft are being used to deliver **cargo** to the International Space Station. But they were initially designed to carry people.
- How much will the trip cost?
- Well, that is a problem right now; very few people could afford to buy their tickets because the cost is very high. But there is hope that the price will come down as the technology becomes more advanced. Who knows? Maybe in a few years, instead of taking your kids to the zoo, you will take them to the Moon!
- Could anyone go space traveling?
- To become a space tourist, you must have excellent health and an ideal weight. Those who research the effects of zero gravity say that it affects the human body in different ways. On long journeys, there can be muscle and bone loss, for example. However, nothing can beat the feeling of floating in zero gravity!
- Personally, I can’t wait to do it! Thanks for sharing this interesting information with us, Dr. Jones.
- Thank you for inviting me.



- 3 Work with a partner to find a sentence that repeats the exact words that somebody says. Then, find another one that reports what somebody says. Compare them and share with your class the differences you find.



- 4 Work with a partner to compare the key ideas you underlined on page 38. Write the ones you consider the most important in the first column. Then, find extra information related to each of them and write it in the second column.



General Information	Details
Space travel will be possible soon.	Some private companies are already making trials.

- 5 Intonation, volume and rhythm are details of the interview that we must analyze. Listen and check the squares. Compare your answers with a partner.



	Rhythm		Volume		Intonation	
	fast	slow	high	low	😊	😞
Well, that is a problem right now; very few people could afford to buy their tickets because the cost is very high.						
But there is hope that the price will come down as the technology becomes more advanced. Who knows? Maybe in a few years, instead of taking your kids to the zoo, you will take them to the Moon!						

- 6 Now, let's analyze another detail: words that sound almost the same! In pairs, listen and repeat the following words from the interview emphasizing the different pronunciations.



### Reader


What do you call the two people in an interview? (pp. 44-45)



- a Sue   zoo   b bit   beat   c effects   affects   d day   they

## Discussion

Step  
2

- Share the interviews you brought for homework and choose one to work with.
- Identify key ideas and write a summary using your own words. 


### Self-evaluation (Underline.)

The details that I consider the most important to analyze in an interview are:

- The type of expressions used in it.
- The words that sound very similar.
- The changes in rhythm, volume and intonation.

**Tip:** To identify key ideas in an interview, look for words and concepts that repeat through it.

# Lesson 3

1 Work in teams. Reread the interview on page 38 and choose the most interesting part for you. Write the main ideas below. 



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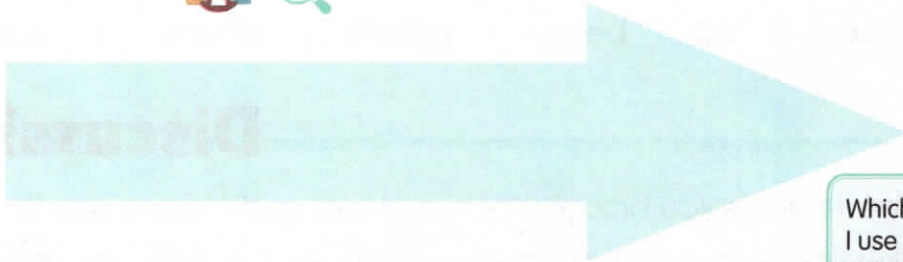
2 Choose a partner within your team and discuss what your general opinion about the part you chose is. Write notes to express it.  




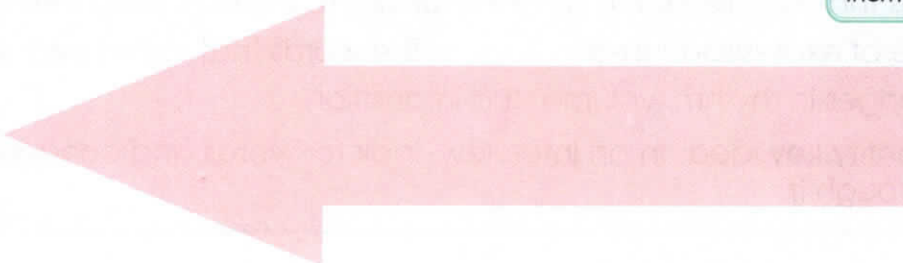
Which phrases can I use to express a general opinion? For information about this theme, go to page 114. 



3 Analyze with your partner different forms to express opinions in favor and against. Write notes.  



Which phrases can I use to express opinions in favor and against? For information about this theme, go to page 114. 



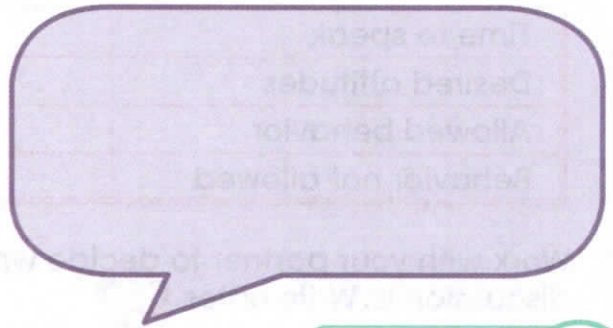
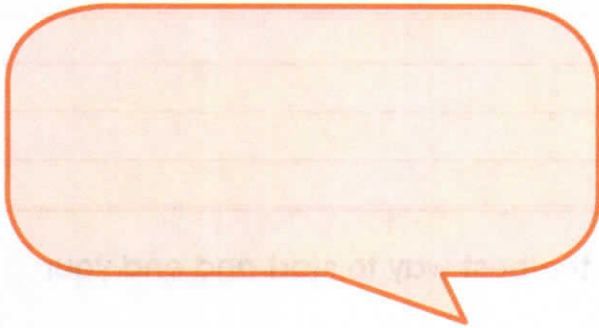


- 4 In pairs, check the information that you researched for homework and select the pieces that may help you back up your opinion. Write notes.



114

How can I back up an opinion? For information about this theme, go to page 114.



- 5 Discuss with a partner which the best way is to prove that another person is saying a statement or an opinion that is wrong or false when participating in a discussion. Write notes.



114

Which phrases can I use to refute opinions respectfully? For information about this theme, go to page 114.



### Reader

Why do you need to take notes during an interview? (pp. 46-48)



## Discussion

Step 3

- Choose a part of the interview to give opinions about.
- Write a general opinion, an opinion in favor, and an opinion against. Use evidence to support them.

**Self-evaluation** (Circle the strategies you used to discuss opinions about interviews.)


- I selected a part of the interview.    yes    no
- I composed opinions.    yes    no
- I stated evidence to back up my opinions.    yes    no
- I analyzed different ways to refute opinions respectfully.    yes    no

**Tip:** When participating in a discussion, it is advisable to prepare notes that include your main points.

# Lesson 4

1 With your team, define rules for your discussion. 

Time to speak	
Desired attitudes	
Allowed behavior	
Behavior not allowed	

2 Work with your partner to decide what the best way to start and end your discussion is. Write notes. 

**Start**  
(Briefly present topic and participants)

**End**  
(Summarize what was said and thank participants)

3 With your team, define roles and turns to speak. 

Moderator →

Pair 1 →

Pair 2 →

4 Discuss with your team.  


Make sure to:

- share the opinions you wrote on page 40.
- back up your opinions with evidence from page 41.
- use polite phrases to refute others' opinions.
- follow the rules you wrote on this page.
- use **assertive** tone of voice.
- use **persuasive** body language.

## ICT Box

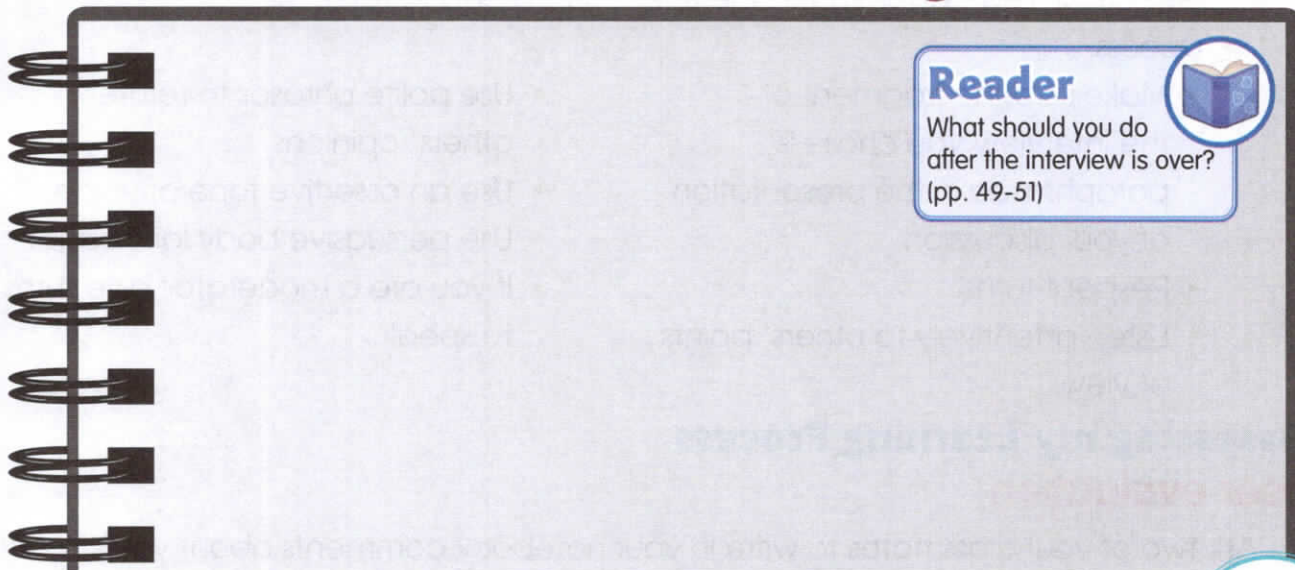
If possible, use a video and audio conferencing platform to organize a virtual discussion.




- 5 Present your discussion to another team. Use the checklist for peer assessment. 

	Yes	No
Did they respect turns?		
Did everybody listen attentively to others' points of view?		
Did the moderator give turns to speak?		
Did they use an appropriate rhythm, volume and intonation?		
Did they use persuasive body language?		

- 6 As a team, analyze the aspects checked with a "No" in the previous activity. Exchange ideas on how you can improve next time. 



**Reader** 

What should you do after the interview is over?  
(pp. 49-51)

## Discussion

Step  
4

- Write rules for your discussion and assign roles and turns to speak. 

### Self-evaluation (Circle.)

- It was *easy* / *difficult* for me to express my opinions.
- It was *easy* / *difficult* for me to respect turns.
- It was *easy* / *difficult* for me to listen attentively to others.
- It was *easy* / *difficult* for me to use an appropriate tone of voice.
- It was *easy* / *difficult* for me to use persuasive body language.

**Tip:** Be confident when speaking, don't worry about making mistakes and use the language you know to express yourself.

# Product

## Discussion



### Do the following activities individually:

- Reread or listen again to the part of the interview you chose.
- Recall the opinions you wrote (general, in favor, and against) and the evidence to support them.

### Do the following activities with your team:

- Read aloud the rules you wrote before you start, making sure they are clear.
- Get organized according to the roles you agreed to take.
- Discuss:
  - Make sure the fragment of the interview you chose is paraphrased in the presentation of your discussion.
  - Respect turns.
  - Listen attentively to others' points of view.
  - Use polite phrases to refute others' opinions.
  - Use an assertive tone of voice.
  - Use persuasive body language.
  - If you are a moderator, give turns to speak.

## Assessing my Learning Process

### Peer evaluation

Ask two of your classmates to write in your notebook comments about your participation in the discussion. Follow the example on page 14.


Name	I liked that you...	I suggest that you...

### Self-evaluation

- 1 Give your opinion.

I think that learning to discuss opinions is *important* / *not important* because...

- 2 Look through the unit to recall what you have learned to learn, to know, and to do.
- 3 In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

**1 Read the interview in pairs and circle the part that seems the most interesting to you.** 

—Hi, everybody, today we have invited Mike Smith who will talk about virtual reality. Hi, Mike, it's a pleasure to have you here.

—It's a pleasure for me; thanks for the invitation.

—So, Mike, first of all please explain to us what virtual reality is.

—It's an environment produced by a computer that looks and seems real to the person experiencing it.

—When was the first virtual reality device created?

—In 1961; it was a helmet that was created by Corneau and Bryan, in the US.

—How are virtual reality sets nowadays?

—Currently, there are VR headsets available on electronic stores. Some sets include hand controllers and you can even connect headphones to make it more real.


—What are they used for?

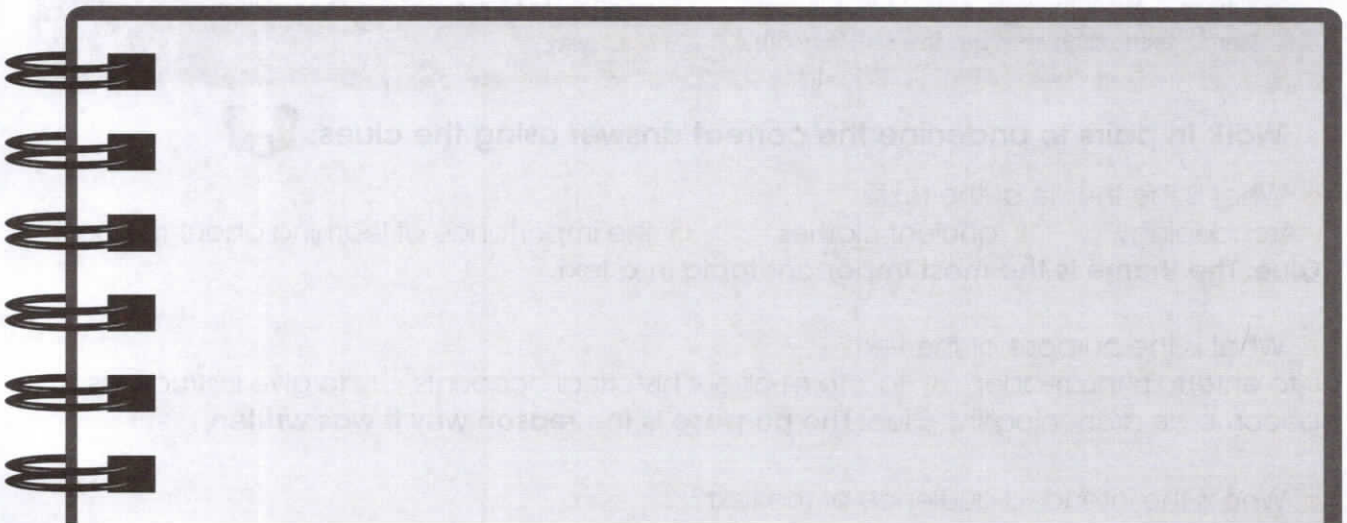
—To learn how to perform certain procedures, for meditation, to control pain, for entertainment, among others.


—It all sounds amazing! I would love to have a virtual reality set. Thanks a lot for sharing this information with us, Mike.

—It was a pleasure!



**2 Prepare some notes that may be useful during a discussion about this interview. Include opinions in favor and against, evidence to back them up, and some expressions you may use.** 



**3 Get in teams to discuss. Remember to listen attentively to others, respect turns, and use appropriate tone of voice and body language.** 

# How is Mexican Culture Similar or Different to Other Cultures?

- 1 Read the title and the questions on the first paragraph. Share what you think of them. Then, listen to the text and follow along.



## People from the Past Part 1

Humans have always asked themselves these questions: Where do we come from? Is the past important? How much have we changed? To answer them, we need to travel to ancient times. We don't have a machine to do that, but fortunately, archaeologists have discovered many historical accounts where we can find amazing and valuable information. Let me share with you some of the ones I have found myself.



"We finally arrived at the Great Tenochtitlan. The people are not like us. Men wear a kind of cloak made of cotton, and a sort of apron that hangs down to the knee. Women wear skirts and sometimes they don't cover their breasts. Their king has a name difficult to pronounce. His castle is very different than ours, but it is still incredible.

### Recreational and Literary Environment

#### Social Practice of the Language

To read historical accounts to compare cultural aspects from Mexico and other countries

#### Achievements

- Explore brief historical accounts.
- Read historical accounts.
- Express similarities and differences of historic and cultural aspects between Mexico and other countries.
- Compare historic and cultural aspects between Mexico and other countries.

**Product:** Comic



When we got there, he **beckoned** my captain with great respect."

"They go all naked, covering only their private parts. In the winter they wear deer skins. Their hair is black and their skin is brown, and they like painting it. Men and women have long hair, and they use something similar to a crown with a lot of feathers.

They don't have **vessels** as we do, but they use small rafts to move along the rivers in a **swift** way.

- 2 Work in pairs to underline the correct answer using the clues.

a What is the theme of the text?

- i Archaeology      ii ancient clothes      iii the importance of learning about the past

**Clue: The theme is the most important topic in a text.**

b What is the purpose of the text?

- i to entertain the reader      ii to inform about historical accounts      iii to give instructions to become an archeologist

**Clue: The purpose is the reason why it was written.**

c Who is the intended audience of the text?

- i people interested in History      ii fashion designers      iii native Americans

**Clue: The intended audience is the people who the text was written for.**

**3 Check the topics that are mentioned in the text.**

- different cultures getting in contact
- clothes that people used to wear
- valuable treasures that ancient cultures had
- people from past times

## Time to Shine!

- Share facts you know related to the Spanish conquest of Mexico.

**4 In pairs, discuss the fastest ways to find the previous topics. Then, match these elements to their purpose.**

- Look at the title.
- Read the whole text.
- Look at the pictures.
- Look up the words you don't know in the dictionary.

They offer visual information about the topics without the need to read everything.

It mentions the general topic.

**5 Imagine that you are going to write a text with the characteristics on the left column. In teams, make a list of the topics you would like to include.**

**Theme:** Pre-Columbian Mexico and Contemporary Mexico.

**Purpose:** to compare Mexico in both periods

**Intended audience:** people interested in History, culture, languages, society

The following **topics** are to talk about what is different and similar between ancient and modern Mexico

- 
- 
- 

### Reader

Why might we not be very surprised by other cultures? (pp. 54-55)



## Comic

Step 1

- Choose three historical moments that your comic will represent.
- Choose the audience you would like to read your comic (children, teenagers, adults).
- Write down a brief paragraph describing the setting and the plot (where and what is going to happen in your story) for each of the three scenes.

**Self-evaluation** (Check the box or boxes.)

- I look at all the graphic components before reading a text.
- I can identify the theme, purpose, and intended audience.

**Tip:** Read different types of texts to see how the purpose changes. Ask yourself if the text describes, informs, explains, gives instructions, entertains, or persuades.

1 Listen and follow along. Then, read aloud.



When we read the exact words that someone said (the sentences in quotation marks), we can change our voice for a better intention. For more tips on improving pronunciation, go to page 115.

## People from the Past Part 2

Cristopher Columbus wrote the earliest account of a hurricane in a letter he sent to Queen Isabella in 1494:

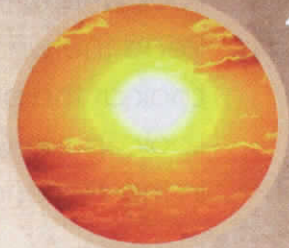
"My eyes had never seen the seas so high and angry. The sky never looked more terrible. The flashes came with such fury that we all thought the ships would be destroyed. Only God and the Monarchy can make me face this danger again."

These storms were new to the explorers, so they needed a special name. Fray

Bartolomé de las Casas wrote in a book: "Four vessels were destroyed by a great **tempest** that the locals call *Huracan*." Huracan was the name of the Mayan god of wind, storm, and fire.



This is a good example of a characteristic of many ancient cultures. Their **deities** were related to elements or forces from the natural world they saw and which sometimes they were afraid of. The gods of the sun and the moon, for example, were common to most civilizations because everybody could see them.



However, some divinities existed only in certain places thanks to the natural aspects in those regions. For instance, there were gods of corn in the Americas but not in other continents because they did not have corn. And there were not gods based on horses or sheep in the Americas as people did not know these animals before the Spaniards took them there.


2 Work in teams to write two more countries on the first column. Then discuss and check the gods they could have had in the past based on the natural characteristics of those places.

	God of Ocean	God of Volcano	God of Lake	God of Cenote
Mexico				
Uganda				

3 Have you ever felt afraid of a natural phenomenon (thunderstorm, fire, earthquake, tornado, etc.)? Create and draw a god to represent it as a comic. Share and describe it to a partner.






4 Work in pairs to paraphrase the sentences by changing the words in italics. Use the words from the box to substitute them as in the example. If you need to recall more about paraphrasing, go to page 114. 

Renaissance represented painted Japan  
built Artists from sculptors frequently


- *Artists from the Renaissance sculpted many scenes from Greek Mythology.* Renaissance sculptors represented many scenes from Greek Mythology.
- The Egyptians *constructed* enormous stone temples for their gods. The Egyptians \_\_\_\_\_ enormous stone temples for their gods.
- *Japanese painters generally* depicted dragons as symbols of good fortune. \_\_\_\_\_ dragons as symbols of good fortune.

5 Use words from the box to describe the cultures mentioned in the previous exercise. 

very advanced civilization certainly surprising


- a The Egyptians were a \_\_\_\_\_ with great knowledge in architecture.
- b Japanese traditions and art are \_\_\_\_\_.

**Reader**  
What were some aspects of Aztec culture that surprised Hernan Cortes? (pp. 56-58)



6 In teams, share other respectful descriptions about the cultural aspects mentioned in exercises 4 and 5. Then, compare them to Mexico's. 

**Comic** **Step 2**

- Think of the possible characters who could appear on the historical moments you chose in Step 1.
- Write down some lines they might say on their scene. 

**Self-evaluation** (Check the box or boxes.)

- I can paraphrase sentences.
- I can use phrases to describe other cultures respectfully.
- I can compare natural and cultural aspects of Mexico and other countries.

**Tip:** Every week, choose a country and read about its geography, history, and culture. Think about the similarities and differences with yours.

1 Read aloud and underline the phrases that express similarities and differences.

## People from the Past Part 3

In the distant past, changes in societies took a long time, but as technology started to advance, life had modifications more and more quickly. Take Mexico during the 20th century.

At the beginning of that century, most of the people worked in agriculture. Today, there is a bigger population living in cities than in the countryside. Now, they wear the same type of clothes as people in Europe. However, those who live in rural areas still wear traditional clothes. Sometimes they are made by hand or using

old-fashioned tools like weaving looms.

The means of transportation also became different.

The first commercial electric streetcar in the US was built in 1884, and it arrived in Mexico in 1900. From that year on, there were less vehicles pulled by animals than in the previous centuries.

After a century of changes, many actions are not done anymore, but others still survive.



2 In teams, mention other similarities and differences between Mexico and the US or European countries. Use the following structures.

more / -er than	the same...as	less than

3 In pairs, ask each other if the following actions are still done or not nowadays. Follow the example. Then, check the boxes that correspond.

working in agriculture

Do people still work in agriculture?



I am Athena, the Greek goddess of wisdom. I am here to help you. Remember that Yes/No questions are also known as closed questions. You cannot change the form of the verbs because they use an auxiliary. For more examples, go to page 115



	Yes	No
using animals for transportation		
making clothes with a weaving loom		
milkmen delivering milk to every home		

I am the Sphinx, and I am very good at asking questions. Now, let me help you ask open questions. Remember that they always start with a *Wh*-question word. For some examples, go to page 115.



**4 Unscramble the words to form open questions.**

Greek / of / goddess / was / Who / the / wisdom / ?

a \_\_\_\_\_

countries / European / America / Which / in / settled / ?

b \_\_\_\_\_

arrive / America / Where / in / did / Columbus / ?

c \_\_\_\_\_

**5 Look at the following information from the texts of the unit. Make open questions about the underlined phrase. Follow the example. Then ask them to a partner.**

They can use <u>small rafts</u> to move along the rivers in a swift way.	What can they use to move along the rivers in a swift way?
Columbus sent a letter to Queen Isabella in <u>1494</u> .	
<u>Columbus</u> said, "My eyes had never seen the seas so high and angry."	
The word "hurricane" comes from <u>the name of the Maya god of wind, storm, and fire</u> .	
Those who live in rural areas still wear <u>traditional clothes</u> .	
Before the electric streetcars arrived in Mexico, they worked <u>with horses pulling them</u> .	

**Comic**

Step 3

- Start making sketches for the characters and the settings.
- Think of sound effects that could be used in the scenes.



**Self-evaluation** (Check the box or boxes.)

- I can express similarities in different ways.
- I can write questions about historical aspects in different tenses.

**Tip:** Watch interviews to hear how professionals make questions.

**Reader**

Why were the Spaniards surprised by the Aztecs' hygiene? (pp. 59-62)



# Lesson 4

1 Look at the information and examples. Work in teams to make your own version on the right side and some others in your notebook.



My name is Loki. I am a Norse god and I have appeared on many comics. I am going to show you some tricks to make a wonderful one, but first I need you to check the parts of a comic on page 115.

Now, we need important natural, historical and cultural information. Write a sentence to mention the details of the place, time and actions for our scenes.

115

**Example:** In a hot morning on April 6, 1915, Alvaro Obregon arrived in Celaya and got prepared. Pancho Villa arrived soon with the best **cavalry**. They fought for 10 days and Obregon won the battle.

**My sentence:** \_\_\_\_\_

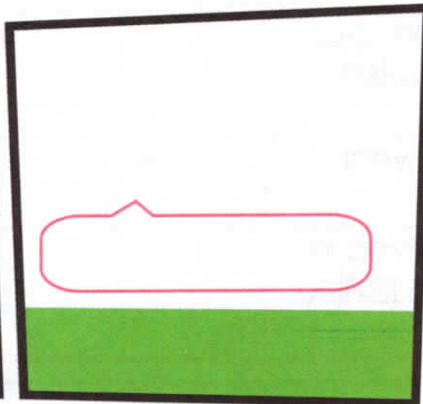
\_\_\_\_\_

\_\_\_\_\_

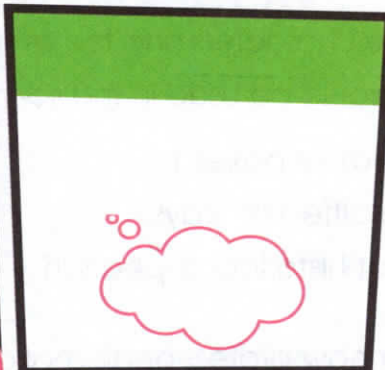
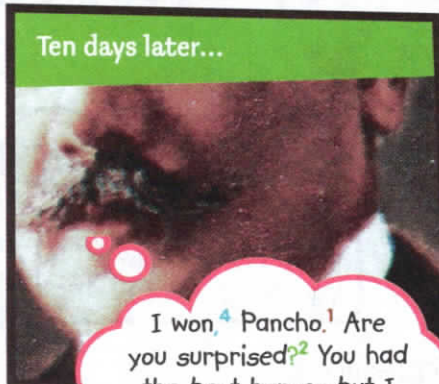
\_\_\_\_\_



It was a hot morning on April 6, 1915, in Celaya.



In a comic, we can't write all that information as in a novel. Use a **caption** to give the details. Make a character explain what is going on by using a **speech** or **thought bubble**.



When you include dialogues, be careful with punctuation. Use a **period**<sup>1</sup> at the end of statements, a **question mark**<sup>2</sup> at the end of questions, an **exclamation mark**<sup>3</sup> after phrases that express surprise or more intensity, and a **comma**<sup>4</sup> when characters say the name of the person they are talking to.

- 2 In teams, write onomatopoeias for each of the sounds. Read them aloud and choose the best ones. 

Do not forget to use onomatopoeias to add more action into the scenes!



A door opening slowly

\_\_\_\_\_!



Falling in a pool

\_\_\_\_\_!





Cannon firing

\_\_\_\_\_!



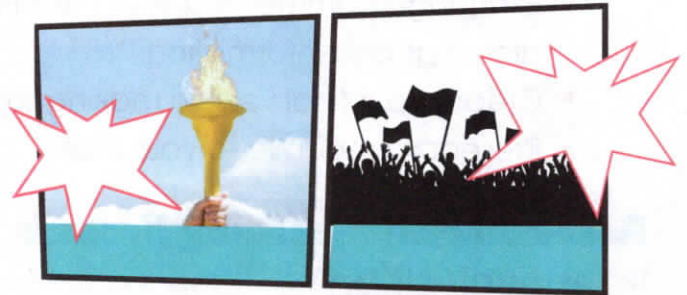
Hitting your head

\_\_\_\_\_!

- 3 Transform the account into comic format. Use captions and onomatopoeias on both panels.  

In 1968, Enriqueta Basilio ran swiftly across the stadium carrying the Olympic torch.

When she lit the flame, all the people **cheered**, and it sounded like a thunder.



### Reader

Were there only differences between Aztecs and Spaniards? (p. 63)






### ICT Box

Use a website or an app that "cartoonizes" images. You can do it with a picture of your historical moment, and then copy the drawing.

## Comic

Step 4

- Draw two scenes for each of the historical moments you chose (six panels in total). 
- Write details using captions on each panel. 
- Where necessary, write dialogues appropriate for the audience you chose; include onomatopoeias. 

**Self-evaluation** (Check the box or boxes.)

- I can use the correct punctuation in dialogues.
- I can paraphrase actions to make them comics.
- I can write sentences with natural, historical, and cultural details.

**Tip:** Write accounts of important events in the world related to nature, history, and culture.

# Product

## Comic

Do the following activities:

- Exchange your draft with a partner.
- Check your partner's draft making sure that they included natural, historical, and cultural details in their scenes; that all the information is clear; and that punctuation and spelling are correct.
- Exchange comments about the draft. Make necessary adjustments to your drawings and information.
- Create your final version making sure it is attractive.
- Present your comic to your class.



## Assessing my Learning Process


### Peer evaluation

Ask the classmates who saw your comic to check below the aspects that represent their opinion.

	Great!	OK	Could be better - Comment
The dialogues			
The details about nature, history, and culture			
The captions			
The onomatopoeias			
The spelling and punctuation			


### Self-evaluation

- 1 Answer.
  - Did I enjoy reading historical accounts? \_\_\_\_\_
  - Why or why not? \_\_\_\_\_
- 2 Look through the unit to recall what you have learned to learn, to know, and to do.
- 3 In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

**1 In pairs, read the following account and underline the correct answers.** 

In 1968, Enriqueta Basilio ran swiftly across the stadium carrying the Olympic torch. When she lit the flame, all the people cheered, and it sounded like a thunder.

- a What is the theme of the text?  
 the origin of Olympic Games                      the excitement of Olympic Games
- b What is the purpose of the text?  
 to describe an event                                      to explain cause-result
- c Who could be the intended audience of the text?  
 sports people    firefighters

**2 In pairs, write sentences to describe the following cultures by offering respectful comments.** 

- a Native Americans \_\_\_\_\_
- b The Spaniards \_\_\_\_\_
- c Ancient Greeks \_\_\_\_\_

**3 In teams, have a conversation about the topics below.** 

The historical events of Mexico that had an impact in our present

The natural and cultural aspects of Mexico that make you feel proud

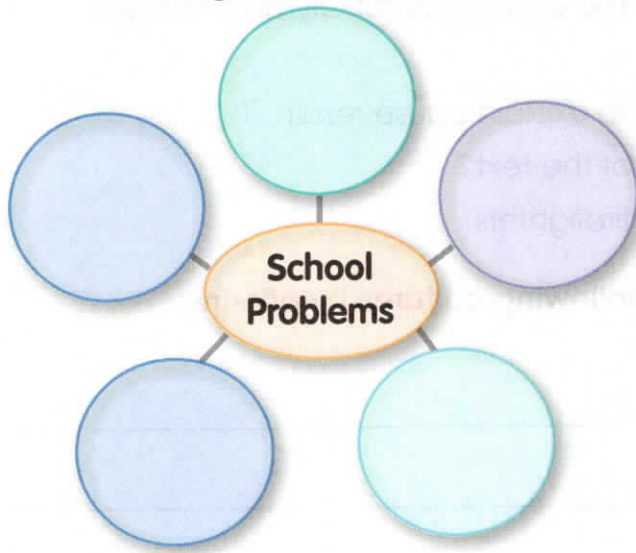
**4 Match the parts of a comic with their functions or characteristics.**

- a panels                      \_\_\_\_\_ a word that mimics a sound
- b caption                    \_\_\_\_\_ frames or boxes that contain segments of action
- c speech bubble            \_\_\_\_\_ a box that usually gives voice to a narrator
- d thought bubble          \_\_\_\_\_ a cloud shape with the characters' thoughts
- e onomatopoeia            \_\_\_\_\_ a round or similar shape with the characters' words



# How Can We Solve Problems Together?

- 1 Think about school problems that need to be solved. Share your ideas with your class and agree on five to fill in the graphic organizer.



## Academic and Educational Environment

### Social Practice of the Language

To review and select information to solve a problem

#### Achievements

- State a problem.
- Choose information to answer questions.
- Register and organize information.

**Product:** Poster with FAQs About a School Problem

- 2 Work in teams to define which is the most important problem for you to solve.



- 3 Look at the picture. Did you include this problem in the graphic organizer from Activity 1? If not, discuss with your classmates its importance and possible consequences. Register your conclusions.



**Prolonged Sun Exposure**

This problem affects my school community...

...because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

It may cause \_\_\_\_\_



4 Listen to the conversation. Then, with a partner, discuss which words are used to find out details about the problem. Circle them.



- Hi, kids. I have bad news.  
—What happened, coach?  
—From May to August we can't train in the schoolyard because we don't have a **sunshade**.  
—Why?  
—There is a new policy that promotes sun-safe practices in schools.  
—Who is promoting that policy?  
—The government.
- Where are we going to train? The **tournament** will start soon.  
—Well, I don't know yet...  
—How are we going to solve this problem?  
—Wait... When does the tournament start?  
—In two months.  
—Don't worry, we have time to find a solution, our health is first.

5 With your partner, share your doubts concerning prolonged sun exposure. Use the words you circled in the previous activity to ask questions.



115

How do you ask questions? To recall information about this theme, go to page 115.

115

### Reader

What is the problem that needs to be solved? (pp. 65-67)



## Poster with FAQs About a School Problem

Step 1

- Share your answers from Activity 2 and agree on one problem to work with.
- Write five questions about it.
- For homework, research information that may help answer them.

### Self-evaluation (Number.)

To state a problem, I...

- ...ask about different aspects of it.
- ...define aspects linked to it.
- ...name different problems and decide which the most important is.

**Tip:** When you face a problem, make sure to ask concise questions about it that will help you generate better solutions.

1 Analyze the parts of a book presented below and label them. Then, with a partner discuss how identifying them may help you to find information easily.



Table of \_\_\_\_\_

Acknowledgements..... 5

Introduction..... 6

Chapter 1 **Sun Exposure**

UV Radiation..... 8

Health Risks..... 11

Chapter 2 **Be Sun Smart**

Protecting the Skin..... 14

\_\_\_\_\_

**O**

occupational health, 31

overexposure, 23

ozone layer, 11, 14

**P**

policies, 18

procedures, 15

protection, 14

Which are the parts of a book? For information about this theme, go to page 116.

**Chapter 1 Sun Exposure** ← \_\_\_\_\_

Sunlight has benefits for the body, but overexposure...

**UV Radiation**

Ultraviolet (UV) radiation is a form of energy. Sunlight is the most common...

**Why are they dangerous?**

UV radiation can cause skin and eye **damage**...

\_\_\_\_\_

The sun is a known cause of skin cancer.

\_\_\_\_\_

**overexposure:** when too much radiation reaches someone's skin

**radiation:** a form of energy which, in large amounts, is very **harmful** to living things

**sunscreen:** a cream or oil that you put on your skin to prevent sunburn

2 Listen and analyze with your partner which pieces of information from this text may contribute to answer the questions you wrote on page 57.



Small doses of sunlight can support vitamin D production, which is important for your bones, blood cells, and immune system, but you should be careful to avoid the sun when UV rays are strong because they can affect your skin and eyes.

Consult your weather services online every day to check the UV **index**. This index describes the day's levels of exposure to UV rays; if it is above 3, you must protect yourself!

3 Read the text. Then, analyze it with a partner to identify its text patterns.



## Chapter 2 Be Sun Smart

### Protecting the Skin

These are some ideas that will help you be safe from the sun:

- Wear protective clothing made from fabric that is tightly woven.
- Use a sunscreen with an SPF of 15 or higher no matter what your skin color is.
- Avoid being outdoors between 10 a.m. and 4 p.m. especially during late spring and early summer; if you are out, try to be under a sunshade.
- Protect yourself from UV rays all year round; remember UV rays are harmful even when it is cloudy or **hazy**.

### The Shadow Rule

It consists in observing the length of a person's **shadow**; if it is shorter than the person, the intensity of UV rays is more likely to cause sunburn.

Why is it important to identify text patterns? To recall information about this theme, go to page 114.

114

The text patterns we found are:

---

---

---

## Time to Shine!

- How do you protect yourself from the sun?

4 Reread the text and circle words that are related to the problem of sun exposure. Write a sentence using them to explain how we can be "Sun Smart."

---

---

### Reader

What steps did they follow to find a solution? (pp. 68-70)



# Poster with FAQs About a School Problem

Step 2

- Read the information you brought for homework and select key words that may help answer the questions you wrote.

### Self-evaluation (Underline.)

To select information in order to answer my questions, I...

...recognized the different parts of a book to know where to find information.

...analyzed text patterns.

...selected information from key words.

**Tip:** When you research, always read, understand and use your own words to write your notes.

- 1 To continue gathering information for your research, read the text and underline key words. Then write sentences to summarize it.




Be Sun Smart X

www.teenshealth.org

### Heat Stroke, a Fatal Illness

When being exposed to the sun for long periods of time, besides being at risk of skin and eye damage, you can also get heat stroke. Heat stroke is the most severe form of heat illness and it may even cause death. In normal conditions, a person **sweats** to lower the body temperature, but in certain circumstances, such as extreme heat or vigorous activity in the hot sun, this cooling system may begin to fail, so you get dehydrated and cannot sweat enough to cool your body. Take care of yourself and avoid being under the sun's rays for too long!



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- 2 With your partner, paraphrase the information from the texts you have read so far to answer the questions you wrote in Activity 5, page 57.




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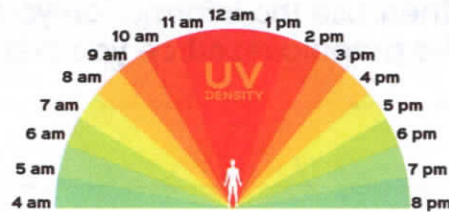
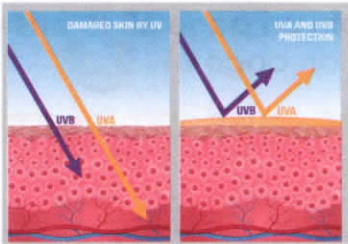


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Which strategies can I use to paraphrase? To recall information about this theme, go to page 114.



- 3 Analyze with a partner the two graphic resources below and tell which questions they are aiming to answer.



How can a graphic resource help me explain a solution for a problem? For information about this theme, go to page 116.

- 4 With your partner, create a graphic resource that aims to answer one of the questions you wrote.

### Reader

What solution did they find in Sandra's school? (pp. 71-73)



## Poster with FAQs About a School Problem

Step  
3

- Design a graphic resource to register the information you researched.

### Self-evaluation (Circle.)

To register and organize information, I...


...paraphrased it.    yes    no

...ordered it according to its relevance.    yes    no

...identified the information that answers the questions I wrote.    yes    no

It was *easy* / *difficult* for me to create a graphic resource.

**Tip:** To create a graphic resource, select only one relevant piece of information.

1 Let's put everything together to write some FAQs! Go back to page 57 and copy your questions below. Then, use the information you wrote on page 60 to answer them. Finally, include the graphic resource you created on page 61. 



Title: \_\_\_\_\_

FAQs

Graphic Resource:



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

2 With your partner, read your FAQs and check if you included words that are only used in a certain field (for example, UV). Write them down and check their spelling using a dictionary or an online tool. 

\_\_\_\_\_

3 Read your FAQs and underline words with letter combinations that are not common in your native language. Check their spelling. 

- 4 Evaluate with your partner the use of *a*, *an*, and *the* in the FAQs you wrote using the checklist below.

How are *a*, *an*, and *the* used? For information about this theme, go to page 116.

	Yes	No
Did we use <i>a/an</i> for unspecific nouns?		
Did we use <i>the</i> for specific nouns?		
Did we use <i>a/an</i> for countable singular nouns?		
Did we use <i>a</i> for nouns starting with a consonant?		
Did we use <i>an</i> for nouns starting with a vowel?		

- 5 Check the use of commas and periods.

What are periods and commas used for? For information about this theme, go to page 116.

Did we separate ideas using commas?

Did we use a period before introducing a new theme?

### Reader

What did Mrs. Luna's class do with the original idea? (pp. 74-75)

### ICT Box

If possible, use an Online Poster Maker tool to create the digital version of your poster and share it with classmates from other grades.

## Poster with FAQs About a School Problem

Step 4

- Answer your questions.
- Decide which material you will use to create your poster. Bring it the next session.

### Self-evaluation (Check the box or boxes.)

The strategies that I used to check the information that I registered were:

- Check spelling of specialized words.
- Verify the use of *a*, *an*, and *the*.
- Review the use of commas and periods.

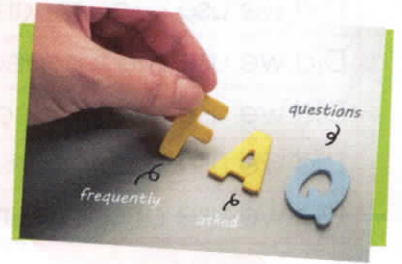
**Tip:** After you check your own work, it is always useful to practice peer assessment by asking one of your classmates to give you feedback.

# Product

## Poster with FAQs About a School Problem

Do the following activities:

- On a sheet of paper, draft your poster.
- Write a title for it that summarizes the importance of the problem.
- Check the use of each of the *Wh*-question words.
- Revise the structure of your questions.
- Check spelling of specialized vocabulary, words with uncommon letter patterns in your language, as well as the use of periods and commas.
- Make sure your answers include paraphrased information (avoid copying literal information).
- Select graphic resources that contribute to understand the answers to the questions.
- Design your poster and make sure it is attractive. Present it to your class!



## Assessing my Learning Process

### Peer evaluation

Use the rubric to assess the questions, answers, and graphic resources.

Excellent	Good	Needs Improvement
All questions used <i>Wh</i> -question words correctly.	Some questions used <i>Wh</i> -question words correctly.	Questions did not use <i>Wh</i> -question words correctly.
All answers included relevant information.	Some answers included relevant information.	Answers did not include relevant information.
Graphic resources were attractive and contributed to understand the information.	Graphic resources were attractive but didn't contribute to understand the information.	Graphic resources were not attractive and didn't contribute to understand the information.

### Self-evaluation

1 Give your opinion.

- Do you think that writing FAQs is a good way to gather information that may solve a problem? \_\_\_\_\_
- Why or why not? \_\_\_\_\_

2 Look through the unit to recall what you have learned to learn, to know, and to do.

3 In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.



- 1 Read the text with a partner to identify the problem. 

*“As I walked to my classroom from recess, I couldn’t believe all the garbage that littered the yard: plastic water bottles, candy wrappers, plastic bags, pudding cups... It’s hard to believe that people are unable to take care of their own trash.”*

The problem is: \_\_\_\_\_

- 2 Discuss with your partner which questions may guide you to find solutions for this problem. Write them down.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_



- 3 With your partner, reflect on the answers to the questions you wrote. If possible, use electronic devices to look for information that may help answer and write notes.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_

- 4 With your partner, create a graphic resource that may aim to explain a solution. 



# What Is the Purpose of Warnings and Prohibitions?

1 Discuss what each sign is used for. Explain it on the lines provided.



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## Family and Community Environment

### Social Practice of the Language

To understand and express warnings and prohibitions

### Achievements

- Listen and explore warnings announced in public places.
- Understand general sense and main ideas of warnings.
- Express warnings.

**Product:** Sketch to Express Warnings

2 Work in teams. Look at the sign, read the key words, and anticipate the content of the warnings.



### Key Words and Expressions

escalator

handrail

children

fall

get stuck

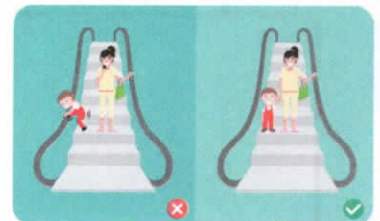
3 With your team, decide which *Wh-* word best completes the question. Then, answer it.



\_\_\_\_\_ is the warning shown in the sign intended for?

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**4 Listen and circle the sentence in which you can perceive a change in pauses and intonation. Discuss in teams the reason for this change.**



- Lady, the escalators can be very dangerous, please supervise your child.
- Excuse me?
- I'm telling you that escalators can be very dangerous; there is an average of 10,000 reported accidents per year.
- Dangerous? What could happen?
- Well, you or your child can fall or get stuck so, please, always hold the handrail, stand between the yellow lines, and supervise small children.
- OK, I'll do it.

**Reader**



What are three ways to classify risky situations? (pp. 78-79)

**5 Discuss to fill in the graphic organizer.**



These warnings are important

because...

**6 Suggest other warnings that can be given to escalator users.**



117

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Which type of warnings and prohibitions are you familiar with? For some examples, go to page 117.

117

**Sketch to Express Warnings**

Step 1

- Write a list of warnings you have seen in public places and choose your favorite to work with.

**Self-evaluation** (Underline.)

- To listen and explore warnings announced in public places, I...
- ...used my previous knowledge to identify the theme.
- ...identified key words to predict their content.
- ...defined their purpose.

**Tip:** When you listen to warnings, it is very important to pay attention to the way they are expressed; remember that volume and intonation also convey meaning.

**ICT Box**

If possible, use a search engine to find warning signs from around the world. Compare them with the ones you have in your country.

# Lesson 2

- 1 Look at the picture and listen to the news. Then, work in pairs to identify and circle important information. Agree on a warning that you may see in that situation.



"As strong rains continue, motorway **closures** are reported across the country due to **landslides**. Car parks are being enabled."

\_\_\_\_\_

\_\_\_\_\_

- 2 With your partner, review the text from Activity 1 to find words that mean the same as *freeway* and *parking lot*. Then, discuss why you think those words were used. Write your conclusions.

\_\_\_\_\_

\_\_\_\_\_


- 3 Analyze the signs with a partner. Write W for warning and P for prohibition.



- 4 Discuss and write the reasons for the warning and prohibition from the previous activity.

\_\_\_\_\_

\_\_\_\_\_

- 5 Work in teams to analyze the signs and decide which type of warning or prohibition they are showing. Label them. 

What is a conditional warning? For information about this theme, go to page 117.

If you text while driving, you'll crash.




Texting while driving is forbidden

 **WARNING**



Don't use the mobile.

- 6 With your team, leaf through the pages of this and the previous lesson. Identify words or expressions that you might use to express warnings and prohibitions. Write them down. 

Words & Expressions	Definition


### Reader

Where there is a Danger sign, what could be the repercussions? (pp. 80-81)



## Sketch to Express Warnings

Step  
2

- Think of a risk situation that may be prevented through the warning you chose.
- Define what exactly the warning will prevent and who will benefit from it. 

### Self-evaluation (Number.)

To understand general sense and main ideas in warnings, I...

- ...used contextual clues to anticipate their content.
- ...determined the actions that give rise to them.
- ...contrasted conditional and non-conditional warnings with prohibitions.

**Tip:** Warning and prohibition signs are similar all around the world so, to understand them, it is useful to establish similarities with the ones you see in your country.

- Mention risks at the beach.

1 Listen and read the conversation. Then, with your partner, analyze the warnings.



—Hi! Are you having a good time?  
 —Yes, thank you!  
 —Just be careful because there are **rip currents** so you shouldn't swim in this area.

—I don't have any problems with currents; I'm an excellent swimmer.

—Well, that may be true, but I should also tell you that there are sharks sighted so swimming is forbidden.

—Could you repeat that, please?

—Yes, some people have seen sharks around, so please take care and enjoy our **facilities** here at the beach.

—Thanks a lot for your warnings!



Beginning: Description of the Situation	Ending: Instruction

2 Look at the signs, read the warnings, and analyze the expressions used in the beginnings and in the endings. Follow the example.



	<p><b>Sharp</b> corals. Watch your step.</p>		<p>No <b>lifeguard</b> on duty. Swim at your own risk.</p>		<p>If you use a kayak, a life jacket is required.</p>
<p>The beginning describes a risky situation; the ending gives a recommendation to avoid that risk.</p>					

3 Select new words and expressions from this lesson to include in your class glossary.



4 Work in pairs. Choose three of the signs below, circle them, and answer the question.



Which action, conduct, or reason gives rise to the warnings you chose?



Man-o-war sting and their venom may cause an allergic reaction in some people.

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5 Review the words and expressions you wrote on page 69, Activity 6, and the ones from your class glossary. Choose your repertoire to write your warning.



**Reader**

What situations use a Warning sign? (pp. 82-83)



We will use the following words and expressions:

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## Sketch to Express Warnings

Step 3

- Determine the reason for giving your warning.
- Copy your repertoire on a sheet of paper.

**Self-evaluation** (Check the box or boxes.)

The strategies that I used to understand general sense and main ideas of warnings were:

- Determine sequence of enunciation.
- Reflect about the beginnings and endings of the warnings and prohibitions.
- Analyze expressions included in warnings.

**Tip:** To understand a warning, always try to figure out which conduct or reason gave rise to it.

# Lesson 4

- 1 Work in pairs. Write a conditional warning, a non-conditional warning, and a prohibition for the signs you chose in Activity 4, page 71.  117

If you swim in a man-o-war zone, you are at risk of being stung.

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117  
How do I write a conditional warning? For information about this theme, go to page 117.

- 2 With your partner, order your warnings into a sequence. 

If you spend a day at the sea...

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- 3 Discuss with your partner how people may feel when you express a warning. Complete the sentence. 

If I express these warnings to people who are enjoying their day at the beach, they may...

- 4 Exchange books with another pair. Read their warnings and provide feedback. 

Aspect	Yes	No	Comments
Is the situation described in the beginning?			
Is a clear instruction given in the ending?			
Are words and expressions used appropriately?			

- 5 Adjust your warnings considering the feedback you received. 



6 Present a short sketch in which you express the warnings you wrote.



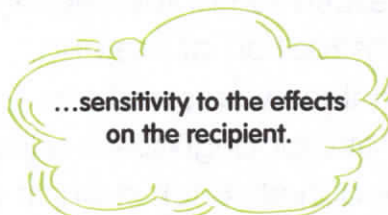
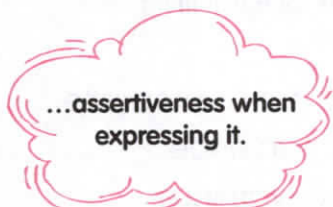
117

Both use...

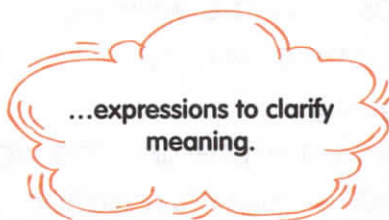


117  
How does non-verbal language convey meaning? For information about this theme, go to page 117.

Make sure that the person who is expressing the warning shows...



And the recipient uses...



117  
Which expressions can I use to clarify meaning? For information about this theme, go to page 117.

**Reader**


Why should you not ignore Caution signs? (pp. 84-87)



7 Present to your class.

## Sketch to Express Warnings

Step 4

- Write your warnings; include at least one conditional warning, one non-conditional warning, and one prohibition. 
- Order them into a sequence.

**Self-evaluation** (Circle.)

To express warnings, I...

...wrote sentences.    yes    no

...ordered the sentences.    yes    no

...identified the effects they may have.    yes    no

It was *easy* / *difficult* for me to participate in the sketch.

**Tip:** Don't get nervous when you speak in front of other people, we all make mistakes and if that happen to you, there is always a way to repair them.

# Product

## Sketch to Express Warnings

Do the following activities:



- Check the structure of warnings and prohibitions.
- Make sure they include...
  - ...a description of the risky situations in the beginning.
  - ...an instruction at the end.
- Check that the words and expressions you used are appropriate.
- Revise that your language is adequate for your audience.
- Rehearse a short sketch in which you express the warnings.
  - Clearly state the reason for the warning.
  - Use an appropriate tone of voice.
  - Use non-verbal language.
  - Show assertiveness when expressing the warnings.
  - Show sensitivity to the recipient's reaction.
  - Include expressions to clarify meaning.

## Assessing my Learning Process

### Peer evaluation

With the whole class, discuss which sketches were the ones that...

- ...used appropriate expressions to express warnings and prohibitions.
- ...showed sensitivity and assertiveness to the reactions towards the warnings or prohibitions.
- ...used non-verbal language and appropriate tone of voice to reinforce the message.

### Self-evaluation

1 Reflect.

Why is it important to understand and express warnings and prohibitions?

- 2 Look through the unit to recall what you have learned to learn, to know, and to do.
- 3 In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

1 Work in pairs to analyze the signs, identify the ones that show warnings, and discuss to answer the questions. 

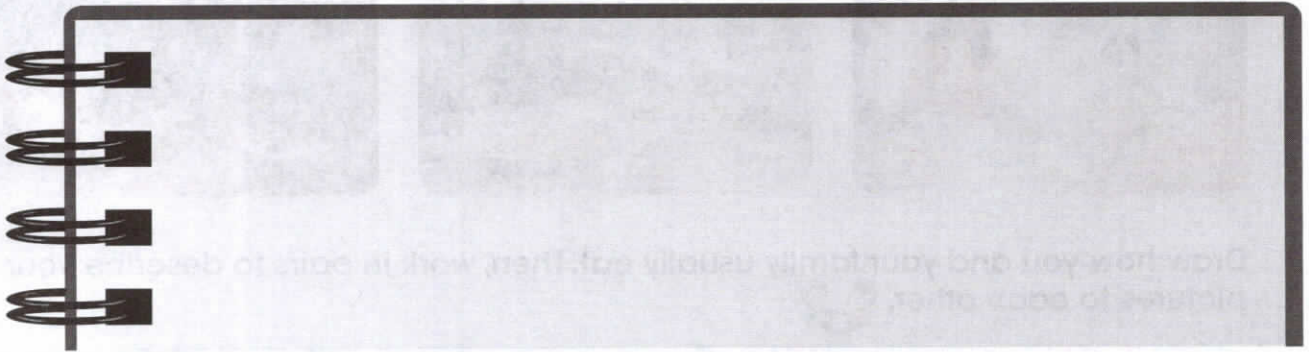


a Where could you find these signs?  
\_\_\_\_\_

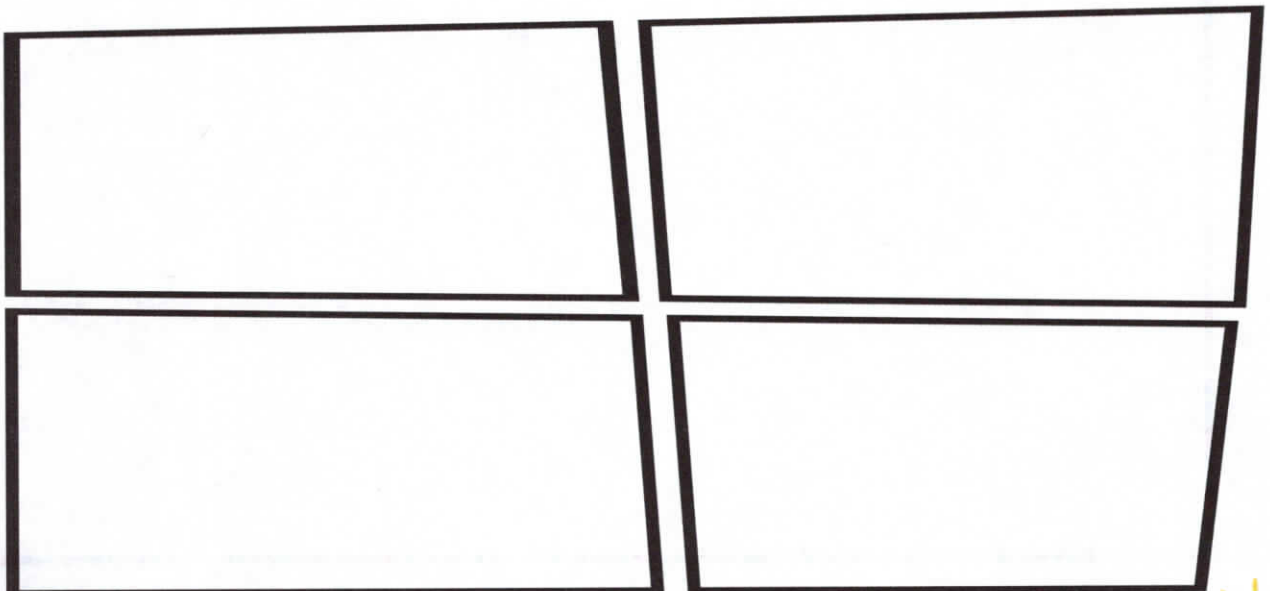
b Who are they intended for?  
\_\_\_\_\_

c What is their purpose?  
\_\_\_\_\_

2 Work with your partner to write warnings for the signs above. 



3 Together create a comic strip showing a situation in which the warnings you wrote are expressed. Then, act the story out in front of your class. 





# What Do I Know About Customs Around the World?

- 1 Look at the pictures and find, with your class, similarities and differences.



## Recreational and Literary Environment

### Social Practice of the Language



To explain customs based on pictures

### Achievements

- Explore and select pictures about customs in different cultures.
- Describe and contrast details.
- Explain customs based on pictures.



**Product:** Comparison of Customs Based on Pictures

- 2 Draw how you and your family usually eat. Then, work in pairs to describe your pictures to each other.

- 3 Look at the pictures from the previous page and choose one. Circle the words that show how it makes you feel and compare your answers with a partner.  

excited optimistic surprised annoyed bored  
 happy motivated confused interested  
 peaceful homesick impatient  
 secure inspired amazed sad



- 4 Use a dictionary to find words and expressions that may be useful to describe the pictures from page 76, and fill in the chart. Then, get in small groups and take turns to use them.  

Which words do we use to describe? For information about this theme, go to page 118.

Words to Describe People	Words to Describe Food	Words to Describe Situations	Expressions
young	healthy	fantastic	That sort of thing...


### Reader

What was different about Japan? (pp. 89-91)



## Comparison of Customs Based on Pictures

Step 1


- Think of different customs people around the world share. Choose one and create a chart with words and expressions that may be useful to describe it. 
- For homework, bring pictures that show the custom you chose in different parts of the world.

### Self-evaluation (Number.)

To explore pictures about customs in different cultures, I...

- ...observed characteristics of elements used in pictures.
- ...established connections with personal experiences.
- ...recognized emotions and sensations.

**Tip:** Observe the elements shown in the picture and define which words and expressions can be used to describe it.

1 Look at the pictures and work in pairs to recall what you learned about writing questions while working in Unit 5. Use the first column of the chart to write questions. 

Which words do we use to ask questions? To recall information about this theme, go to page 115.

115


**Russian Dance**



**Masai Dance**



Questions	Russian Dance	Masai Dance
What are they wearing?	violet skirts, insulated boots, scarves, gloves, caps, thick sweaters	checkered or striped colorful clothes wrapped around their bodies

2 Exchange books with another pair and use the information from the pictures to answer their questions in the second and third columns of the chart from Activity 1. 

3 Check the answers your classmates wrote. Provide feedback. 

**4 Work in pairs. Listen and circle the expressions that are used to compare and contrast. Analyze them.**



There are wonderful traditions around the world. Here in these pictures, we can see two amazing examples. First, let's take a look at the people. In both pictures, they are dancing; however, in the picture of the Russians, only women dance, while in the picture of the Masais, only men dance. Next, let's analyze the mood. The Russian girls look very happy; the Masai men look happy as well. Concerning the weather, the Masais seem to be in a hot and sunny prairie, unlike the Russians who are in the snow in very cold weather. Finally, let's observe the clothing. Russian dancers are wearing thick, warm clothes; on the other hand, Masai dancers are wearing light... um... checkered or striped clothes around their bodies. And that's all I have to say.

What is the difference between comparing and contrasting? Read about this theme on page 118.

**5 Work with a partner to compare and contrast the Masai dance shown in the picture from Activity 1 and the dance shown in the picture below.**



**Compare:**

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**Contrast:**

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**ICT Box**

If possible, work in teams to create a dancing video. Share it with your classmates and establish similarities and differences among them.

**Reader**

What did the family see and eat? (pp. 92-95)



**Comparison of Customs Based on Pictures**

**Step 2**

- Share your pictures and choose two of them.
- Write questions and answers to define the aspects that will be described.



**Self-evaluation** (Underline.)

To describe and contrast details from pictures, I...


...formulated questions about what I observed.

...answered questions to define the aspects to describe.

...analyzed expressions to compare and contrast.

**Tip:** To compare and contrast, focus on one specific aspect in the picture, for example, clothing, and then observe to find similarities and differences.


# Lesson 3

- 1 Listen and write a title for each picture. Then, share with your class what you know about these two customs. 




- 2 Work in pairs. Fill in the chart with information you can see in the pictures. 

Aspect	First Picture	Second Picture
number of kids		
surroundings		
time		
<b>mood</b>		
actions performed		
clothing		
<b>costume</b> colors		
objects		

- 3 Work in small groups. Watch the pictures and focus on two different aspects that can be compared. Share sentences in which you compare two elements of each aspect. Then, compare more than two elements. Write them down and compare them with the ones that other groups have. 




How do I compare one thing to another or one thing to a group? For information about this theme, go to page 118. 

## Time to Shine!

- Describe how *Dia de Muertos* is celebrated in your community.



- 4 With a partner, use the information from the chart in Activity 2 to write sentences that include expressions to explain similarities and differences. If necessary, go back to page 79 to recall how to do it. 

Both pictures were taken during the day.

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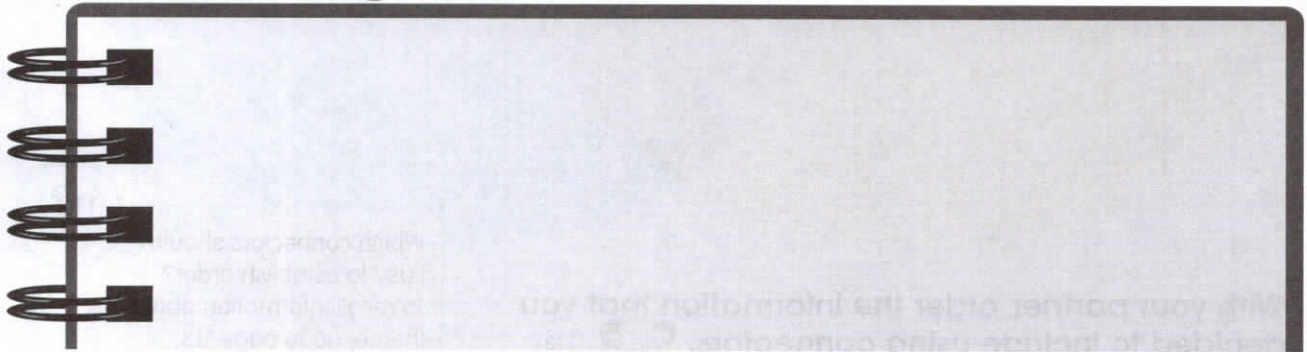
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- 5 With your partner, reread the sentences you wrote in the previous activity and define the aspects you are focusing on. Order them from the most to the less relevant for you. 



### Reader

What are two Japanese customs?  
(pp. 96-97)



## Comparison of Customs Based on Pictures

Step  
3

- Design a chart to identify the information that is seen in the pictures you chose. 

**Self-evaluation** (Check the box or boxes.)

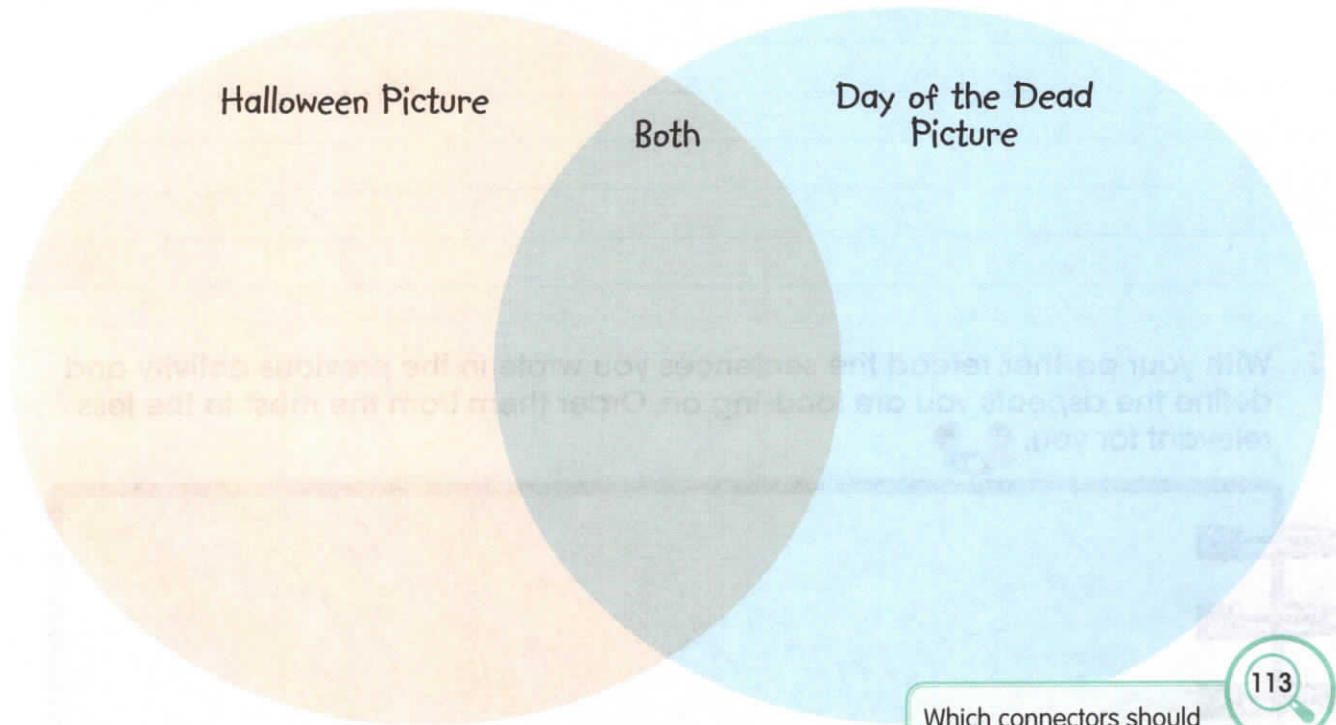
The strategies that I used to describe and contrast details were:


- Analyze the words used to compare and contrast.
- Write expressions used to describe similarities and differences.
- Order the expressions according to their relevance.

**Tip:** Observe carefully to identify every detail that is shown in the pictures.

# Lesson 4

1 With your partner, fill in the Venn Diagram with the information you wrote on page 81, Activity 4. Then, choose the most relevant for your presentation. 



2 With your partner, order the information that you decided to include using connectors.  113

Which connectors should I use to establish order? To recall information about this theme, go to page 113.

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3 Choose useful phrases to include in your presentation. Register them in the chart below.  118

Which useful phrases can I use to indicate the beginning and the end? To know more about this theme, go to page 118.

Phrase to Indicate the Beginning	Phrase to Gain Time	Phrase to Indicate the End

- 4 Work with another pair to present your comparison. Use the checklist below to monitor prosodic resources. 

	Yes	No
Did they use an appropriate volume?		
Did their intonation convey feelings and emotions?		
Did they speak with an appropriate pace?		
Did they pronounce all words clearly?		
Are there any spelling and punctuation mistakes?		



How can variations in volume, tone and rhythm help me to transmit a message? To recall information about this theme, go to page 111.

111

- 5 Use the spaces below to provide feedback.  

Volume

Tone

Rhythm

Diction

- 6 Make necessary adjustments and present your comparison to your class. 

### Reader

What is Japan's national sport? (pp. 98-99)



## Comparison of Customs Based on Pictures

Step 4

- Write sentences using expressions to explain similarities and differences. 
- Order them using connectors.

### Self-evaluation (Circle.)

To explain customs based on pictures, I...

...controlled amount and order of information? yes no

...used phrases to indicate the beginning and the end? yes no

...used phrases to gain time? yes no

It was *easy* / *difficult* for me to use changes in volume, tone and rhythm to transmit my message.

**Tip:** In oral presentations try not to learn what you will say by heart; instead, use visual material to recall what you have to say.

# Product

## Comparison of Customs Based on Pictures



### Do the following activities:

- Select relevant information to include in your presentation.
- Check you are using appropriate expressions to compare and contrast.
- Include at least one comparative or superlative.
- Order your sentences using connectors.
- Include expressions to begin and to end your presentation.
- Prepare expressions to gain time, if necessary.
- Rehearse using prosodic resources: volume, rhythm, tone, and diction.
- Present your comparison to your class.

## Assessing my Learning Process

### Peer evaluation

Use the rubric to evaluate another pair's presentation.

	Excellent	Good	Needs Improvement
<b>Expressions</b>	All the expressions they used to compare and contrast were appropriate.	Some of the expressions they used to compare and contrast were appropriate.	They didn't use expressions to compare and contrast.
<b>Use of prosodic resources: volume, rhythm, tone, and diction</b>	They appropriately used the four of them.	They use some of them appropriately, but they still need to practice.	They didn't use them appropriately.

### Self-evaluation

- 1 Reflect.
  - How do pictures help me explain different customs?
  - What did I learn by comparing and contrasting them?
- 2 Look through the unit to recall what you have learned to learn, to know, and to do.
- 3 In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.


- 1 Work in pairs to share impressions about the following pictures. 

Gypsy Band




Mariachi

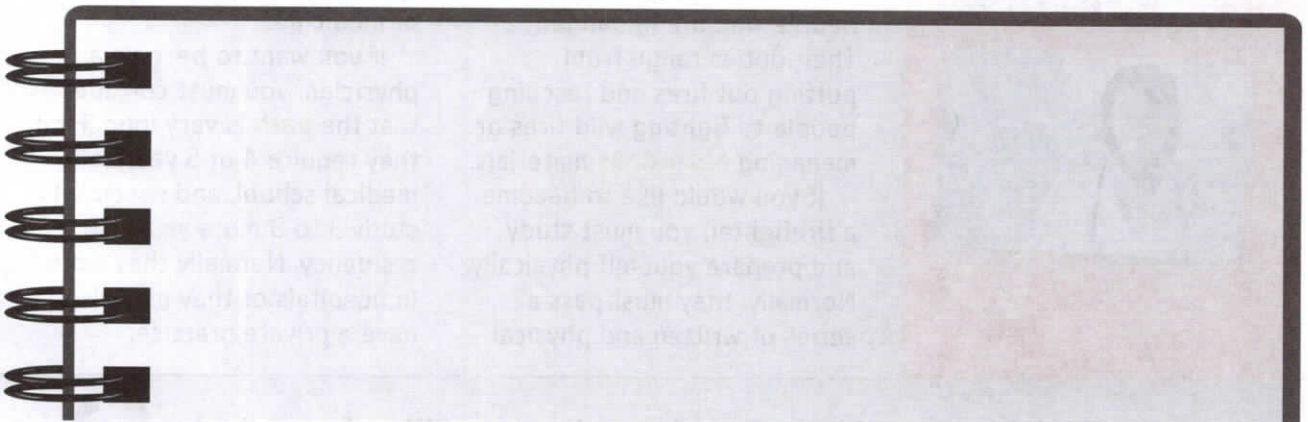


- 2 With your partner, use your dictionary to find words that may help you describe the pictures. Write them below. 

- 3 Together, fill in the comparative chart. 

Aspect	Gypsy Band Picture	Mariachi Picture
number of musicians		
surroundings		
time		
mood		
actions performed		
clothing		
objects		

- 4 With your partner, use everything you learned while working on this unit to prepare notes for your presentation. 



- 5 Present your description to your class. 



# What Do You Know About Jobs?

1 With your team, look at the picture, and read the title and the first sentence of each paragraph. What is the text about?



## Academic and Educational Environment

### Social Practice of the Language

To register information to elaborate a report about a job or profession

### Achievements

- Gather information about jobs or professions.
- Explore reports about activities.
- Write information about jobs and professions to make a report.

**Product:** Illustrated Report

## What Would You Like to Be When You

## GROW UP?



Professional athletes are paid for practicing their favorite sports and competing. But it is not easy to become one; you must know that it takes a lot of work. Athletes must train several hours a day with teammates and trainers. Another thing you must consider is that those who become full-time athletes have short careers because of the physical demands this job implies. Due to this, many athletes very often become coaches later in their careers.

Firefighters are considered real life heroes as they help people who are in danger. Their duties range from putting out fires and rescuing people to fighting wild fires or managing **hazardous** materials.

If you would like to become a firefighter, you must study and prepare yourself physically. Normally, they must pass a series of written and physical

tests, as well as take different courses such as an emergency medical technician course to be able to help the people they rescue.


Physicians study how the human body works and help people be healthy. There are different types of physicians depending on their specialty, for example, pediatricians or cardiologists. There are also general practitioners who don't specialize in a particular area of medicine.

If you want to become a physician, you must consider that the **path** is very long. First, they require 4 or 5 years of medical school, and specialists study 3 to 8 more years of residency. Normally they work in hospitals or they may also have a private practice.

How do I make inferences? For information about this theme, go to page 119.

2 Read the text. Discuss with your partner who it is written for and why.




- 3 Reread the text and underline main ideas. Then, compare your answers with a partner and find a secondary idea linked to each of the main ideas you found. Use your own words to write them in order. Follow the example.  119

What is the difference between a main and a secondary idea? For information about this theme, go to page 119.

Main idea: Professional athletes practice their favorite sports and compete.  
Secondary idea: Their careers are short.

Which text patterns do I remember? To recall them all, go to page 114.

114

- 4 With your partner, analyze the following fragments from the text you read and discuss to determine what their text patterns are. Write them on the lines provided.  114

## Time to Shine!

- Mention the most common jobs or professions in your community.

a "First, they require 4 or 5 years of medical school, and specialists study 3 to 8 more years of residency." \_\_\_\_\_

b "...those who become full-time athletes have short careers because of the physical demands this job implies..." \_\_\_\_\_

c "...they must pass a series of written and physical tests, as well as take different courses such as an emergency medical technician course..." \_\_\_\_\_


### Reader

Why are there different professions in each era?  
(pp.102 -103)



## Illustrated Report

Step 1

- On a sheet of paper, write a list of jobs and professions, and vote for one.
- For homework, research information about the job or profession you chose and bring notes. 

### Self-evaluation (Check the box or boxes.)

The strategies that I used to gather information about jobs or professions were:

- Make inferences about images.
- Analyze the purpose and audience of a text.
- Recognize text patterns.

**Tip:** Gather as many details as you can about the job or profession you chose.

How can I identify an introduction? To know more about this theme, go to page 119.

1 Listen and read the report. Then, with your partner, label its parts using words from the box.

body conclusion introduction title subheadings

Athletes x

www.sportsoftheworld.com


## Run to Live or Live to Run?

Raramuri runners are among the best marathoners in the world. Four ultra-marathons are organized in Chihuahua every year. Athletes from all over the world attend to learn about the Raramuri's running techniques; also **headhunters** show up seeking out talent in Raramuri athletes.

**Culture**  
Surprisingly for us, they do not consider themselves professional runners. They participate in competitions to earn money so they can **purchase** seeds for their lands, which are shared and worked by the whole community.

**Roots**  
For them, running is part of their cultural heritage. For centuries, they have run across the slopes of Chihuahua's Copper Canyon and since the time they are little children, they are trained to survive in a difficult environment.

**Equipment and Diet**  
They don't wear expensive sneakers or modern **gear** but only their sandals made from tire scraps and traditional costumes. They don't follow specialized diets but rather **nourish** themselves by eating tortillas and *pinole*.  
We should learn from them because despite their fame, which they gained by their amazing abilities, they are **humble** people who work together to benefit their community.



**ICT Box**

If possible, use a streaming platform to watch *Lorena, Light-Footed Woman*. Share your impressions with your classmates.

2 Work in teams to compare and contrast professional runners and Raramuri runners. Follow the example.

Professional runners wear special sneakers, while Raramuri runners wear sandals.

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- 3 With your partner, reread the text on page 88 and underline main ideas. If necessary, go back to page 87 to recall how you did it. 
- 4 Use the graphic organizer to sequence the main ideas you underlined. 

### Main Idea from Paragraph 1

*Raramuri runners are among the best marathoners in the world.*

#### Secondary ideas

*Four marathons take place in Chihuahua every year.  
World athletes attend.  
Headhunters also attend.*

### Main Idea from Paragraph 2

#### Secondary ideas

### Main Idea from Paragraph 3

#### Secondary ideas

### Main Idea from Paragraph 4

#### Secondary ideas


### Main Idea from Paragraph 5

#### Secondary ideas

### Reader


Which of the jobs mentioned is the most dangerous? (pp. 104-105)



- 5 Complete the graphic organizer from Activity 4 by paraphrasing secondary ideas. 

## Illustrated Report

Step  
2


- Share the notes you brought about the job or profession you chose, and create a graphic organizer to organize main and secondary ideas. 

### Self-evaluation (Number.)

To explore reports about activities, I...

- ...differentiated main from secondary ideas.
- ...recognized their parts.
- ...identified main ideas and sequence.

**Tip:** Main ideas are usually found at the beginning of the paragraphs.

- 1 With your partner, look at the poster and ask questions about the information contained in it. 



Questions:

Do these jobs already exist?

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

- 2 Read the title of the text and anticipate its content.  

## Jobs That Already Exist and Will Be Very Useful in the Future

As society is changing very quickly, jobs and professions must adapt and evolve. Here are some professions that are already available and will be very helpful in the future.

### Drone Pilot

Drones are having more and more commercial uses such as delivering packages. It is expected that they will be used for other things like removing waste, monitoring air pollution levels, or performing tasks in high places that are hard to reach. So, drone pilots will be needed to control them.

### 3D Printing Technician


3D printing is now being used to manufacture things such as tools, food, clothing, and even medical implants. It is expected that in the future every home and business could have **3D printers**. Therefore, technicians who specialize in maintaining them will probably have great job opportunities.

### Augmented Reality Developer

The entertainment industry has gained success by developing ways to project computer-generated images onto a person's view of the real world to enhance it. Consequently, augmented reality developers will continue to be needed to create new content for this technology.

- 3 Listen and read the article. Underline the information that may answer your questions. For homework, research the information that you are missing.



4 Work in pairs. To answer your questions, paraphrase the information from the article in Activity 2 and the one you researched for homework. 

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

5 Fill in the graphic organizer. Explain which type of information you will include in the introduction and in the conclusion. 

My audience will be:

Introduction

Subheading 1

Subheading 2

**Reader**

Which of the jobs mentioned would you like to have? (pp. 106-108)




Subheading 3

Conclusion

## Illustrated Report

Step 3

Classify the information for your report:

- Decide what information you will include in the introduction and in the conclusion.
- Write subheadings for each section in the body and paraphrase the information you will include in each section. 

**Self-evaluation** (Underline.)

To explore reports about activities, I...


...asked questions about jobs and professions.

...evaluated the information that was available.

...considered my audience to select the information.

...classified the information to answer the questions I wrote.

**Tip:** Always paraphrase the information you find.

- 1 With your partner, check the information you wrote in the graphic organizer on the previous page. Decide the best way to complete the introduction and conclusion for a report on this theme. 

### Introduction

The world is changing very quickly so we think that it is very important to be informed about \_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

### Conclusion


These are only three examples, but we suggest that you \_\_\_\_\_



\_\_\_\_\_


\_\_\_\_\_


- 2 Compare the two ways of presenting the information in each case. Decide with your partner which will have the best effect on your readers and circle them.  

- a Pilots will be needed to control drones.
- b Drones will need pilots to control them.
- a Everybody will use a 3D printing machine.
- b 3D printing machines will be used by everybody.
- a Developers will be needed to create new content for this technology.
- b New content for this technology will be created by developers.

How should I write a sentence when I want to focus on the action and not on the subject? For information about this theme, go to page 119. 


- 3 With your partner, check the graphic organizer on page 91 again. Review the information you have about this theme and write one or two sentences for each subheading. Use the connectors you learned in Unit 3 to link them.  


How can I link the sentences to write the body of my report? To recall information about this theme, go to page 113. 

4 With your partner, read the information you wrote in the previous activity and underline the most important words. Then, discuss what the purpose of your report will be and write an appealing title including at least one of the words you underlined. 

5 Create or look for a graphic resource to illustrate your report. 

116

6 Check spelling using a dictionary and write a final version of your report. 

7 Work with another pair to read each other's report. Use the checklist to practice peer assessment. 

116  
What are graphic resources used for? To recall information about this theme, go to page 116.

	Excellent	Good	Needs Improvement
The introduction explains the purpose.			
The subheadings indicate the theme of each section in the body.			
The conclusion gives a suggestion.			
The graphic resource helps to better understand the information.			


### Reader

According to the author, what are the best reasons to choose a job? (pp. 109-111)



## Illustrated Report

Step 4

- Write the draft of your report. First, write the introduction explaining the purpose. Then, paraphrase the information you researched to write the body. Finally, write the conclusion including a suggestion for your reader. 
- For homework, create or look for a graphic resource to illustrate your report.

### Self-evaluation (Circle.)

To write information about jobs and professions, I...

...completed writing models.    yes    no

...chose appropriate connectors to link sentences.    yes    no

...included graphic resources.    yes    no

It was *easy* / *difficult* for me to check spelling.

**Tip:** Every time you write a text, make sure to use a dictionary to check spelling.

# Product

## Illustrated Report



### Do the following activities:

- Verify that all the information you are including will be interesting for your audience.
- Check that your introduction mentions the purpose of your report.
- Make sure that all your information is paraphrased.
- Use passive voice to vary the way you are presenting the information.
- Review that you include at least one suggestion in your conclusion.
- Write an appealing title.
- Include graphic resources that clarify the information.
- Check spelling using a dictionary.
- Write your final version; make sure it is clear and neat.
- Read it aloud to your class; use prosodic resources to convey meaning.

## Assessing my Learning Process


### Peer evaluation

Use the scale to assess another pair's report.

Aspect	1	2	3	4	5
1 The report includes interesting information.					
2 All the information was paraphrased.					
3 The graphic resource helped me understand better.					

### Self-evaluation

- 1 Answer.
  - What did I learn by writing a report about a job or a profession?
  - Which skills did I need to develop?
- 2 Look through the unit to recall what you have learned to learn, to know, and to do.
- 3 In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

- 1 Work in pairs. Read the text and underline main ideas. 

## More Jobs for the Future

### Smart-Building Technician

Automation technology is expected to be in more homes, offices, and factories as time passes by. This technology helps to control building systems such as lighting, temperature, and security, helping to save energy. More qualified people who will install, maintain, and repair these systems will be needed.

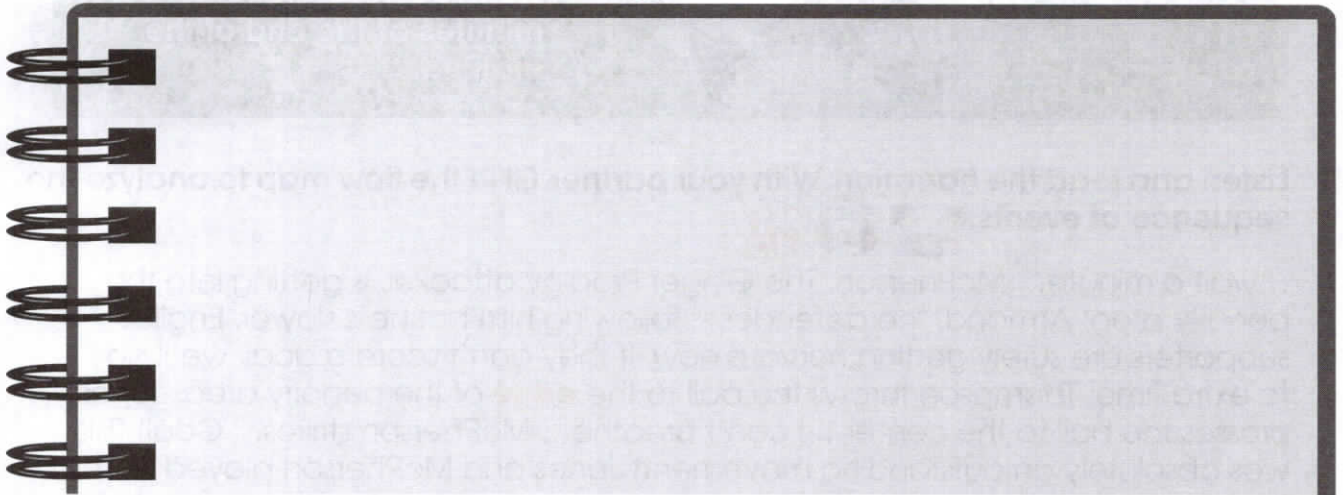
### Nanotech Engineer


Nanoscale technologies are already being incorporated into some electronics and consumer products like clothing. As this technology evolves, nanotech engineers will be needed to continue developing innovations which will be safe for human beings and for the environment.

### Urban Agriculture Specialist

Cities are growing year by year, and industrial farming practices are damaging the natural environment. In this scenery, we need sustainable cities that may grow their own food. We will need urban farmers who can help people with hydroponics and vertical farming methods.


- 2 Work with your partner to paraphrase the information you underlined. Use connectors to link some of them. 



- 3 Write a sentence to introduce the information you wrote. 

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- 4 Write a sentence to give your reader a suggestion related to this theme. 

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# What Is Important When Narrating a Sports Event?

- 1 Read and circle key words. Then, discuss with your class which event took place the day before. 



## Family and Community Environment

### Social Practice of the Language

To narrate a sports event



### Achievements

- Explore narrations of sports events.
- Understand general information and details of narrations of a sports event.
- Narrate a brief fragment of a sports event.

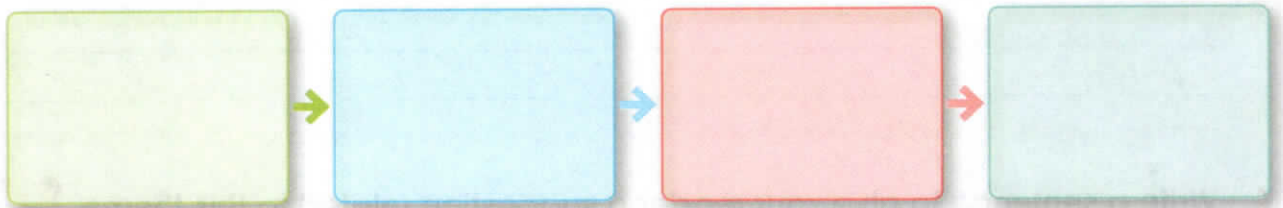
**Product:** Narration

## EPIC LAST MINUTE GOAL!

Yesterday in the stadium we lived **brehtaking** minutes at the end of the **match...**


- 2 Listen and read the narration. With your partner, fill in the flow map to analyze the sequence of events.  

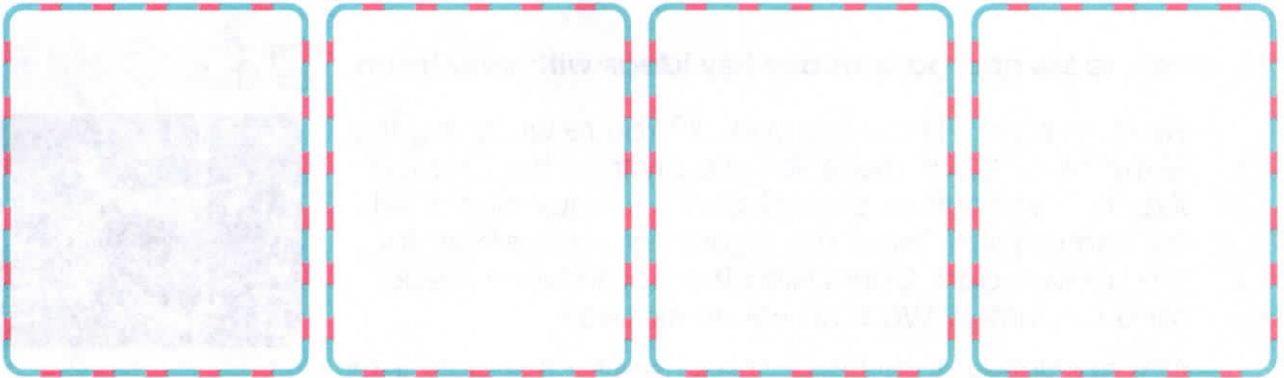
...wait a minute... McPherson, The Ginger Prodigy attacker, is getting into the penalty area; Armand, the defender, is following him but he's slower. English supporters are surely getting nervous now; if they don't score a goal, we'll go to extra time. Thompson throws the ball to the **edge** of the penalty area. Jones crosses the ball to the center... I can't breathe... McPherson strikes... Goal! This was absolutely an outstanding movement! Jones and McPherson played it well; the goalkeeper couldn't do anything. Brilliant game played by the English team. French supporters must be **disappointed**; in the 90th minute they are losing 2-3...



- 3 Discuss with your classmates the purpose of the narration from the previous activity.



4 Listen to the narration again and visualize what you hear; draw it. Then, use those drawings to tell a partner what happened in the game. 



5 Listen and analyze the narration with your partner. Follow the instructions. 


- a Underline the sentences in which rhythm is faster.
- b Circle the one in which volume increases.
- c Draw a square around the one in which intonation is different.

Good job by Smith, he's been playing absolutely fantastic football here over the last couple months. The 21-year-old **rookie** has been making great plays all season long. Watch him right here, he's going into motion... the key is when they run these routes; they'd run into the linebackers. Look at him here! There he goes! He's coming right down the line! An awesome touchdown by Smith!




6 Discuss with your class the differences and similarities between the soccer narration and the football narration. Focus on the way they transmit emotions.

### Reader

Do you think you need to train hard to play in a tournament? (pp. 113-115) 

## Narration

Step 1

- Write a list of sports. Choose one.
- Create a repertoire of words and expressions related to that sport. 

### Self-evaluation (Underline.)

To explore narrations of sports events, I...

...identified key words to anticipate the event.

...analyzed the sequence of events.

...determined the purpose.

**Tip:** When you listen, try to visualize what you hear.

## 1 Listen, read, and paraphrase key ideas with your team.



—Hello, everyone! How are you all? You're watching the Gymnastics Championships directly from the Olympic Arena. It's almost six o'clock and we're just about set for competition. There are eight competitors here for the uneven bars. Could Nina Thompson win a medal for our country? What do you think, Lisa?



—Oh, absolutely, Tom! I think she's here for the gold; let's see her routine, she's starting right now. She begins with a **tricky** combination; she flies from high bar to low bar. Gorgeous work! Now, this handstand is particularly difficult; watch this release, nicely done! And now she finishes with a full **twisting** double, I'm so nervous... Oh, no! She fell! That's a shame!

Tom...

Lisa...

## 2 Together, answer the questions about the narration you listened to in the previous activity.

- Where is the event taking place? \_\_\_\_\_
- When is it scheduled to start? \_\_\_\_\_
- How many competitors are there? \_\_\_\_\_
- What apparatus are they using? \_\_\_\_\_
- Who is competing first? \_\_\_\_\_



## 3 Write a list of other Olympic sports you know.

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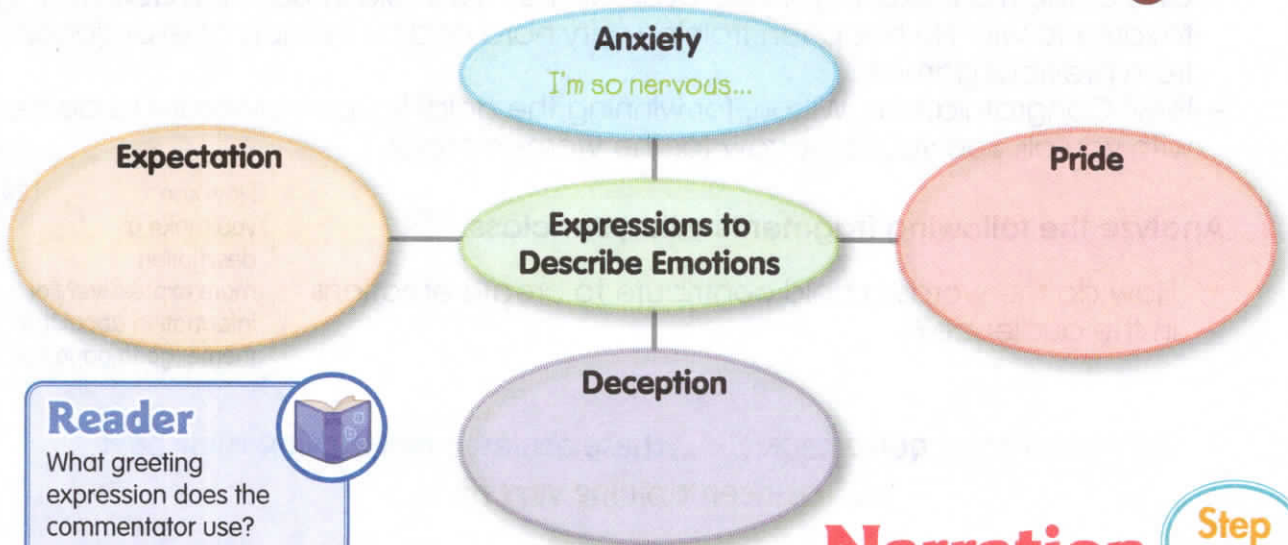
### Time to Shine!

- What does the most popular sport in your community consist of?

- 4 Reread the narrations in this and the previous lesson. Fill in the chart with words and expressions related to these sports activities and define them. Then, with your team, use some of them to narrate a small fragment of a sports event you have recently seen. 

Soccer	Football	Gymnastics

- 5 With your team, reread the narrations and find expressions narrators used to describe the following emotions, and look for synonyms or words related in meaning as in the example. Use them to fill in the graphic organizer. 




### Reader

What greeting expression does the commentator use? (pp. 116-118)



## Narration

Step 2

- Write questions that may guide you to describe an event on the sports you chose. 

### Self-evaluation (Number.)

To understand general information and details of narrations of a sports event, I...

- ...learned new words related to sports events.
- ...answered basic questions.
- ...compared expressions used to describe emotions.
- ...paraphrased ideas.

**Tip:** Pay attention to the way narrators speak. Changes in rhythm, volume and tone can give you clues of what they are saying.

1 Listen and follow the narration. With your partner, identify the expressions that show emotions and underline them; circle the one that allows interaction.



—Welcome to the Olympic Track. This is the competition we have been waiting for, the Paralympic men’s 100-meter athletic final. There are nine athletes from nine different countries in the lanes wanting to take the gold home. This is the big one... So, away we go! And Jefferson takes off strongly, but Wilson is **approaching** closely. Jefferson stays quite back and it’s going to be Wilson getting the gold; a silver for Jefferson and Peters gets the bronze medal. I’m amazed to see these athletes really giving their best. It was an awesome competition; don’t you think, Joan?



—One of the most exciting I have ever seen; 27-year-old Wilson was definitely the favorite to win. He has been training very hard and he has lots of experience from previous games.

—Well! Congratulations, Wilson, for winning the gold! It was a pleasure to be here with you all. See you tomorrow for the women’s final.

2 Analyze the following fragments with your class. 120

- How do the words in bold contribute to create emotions in the audience?

How can you make a description more expressive? For information about this theme, go to page 120. 120

Jefferson stays **quite** back... ...**these athletes really** giving their best...  
 He has been training **very** hard...

3 Work with your partner to identify general information and details. Use the graphic organizer to register them.

General Information

Details

General Information

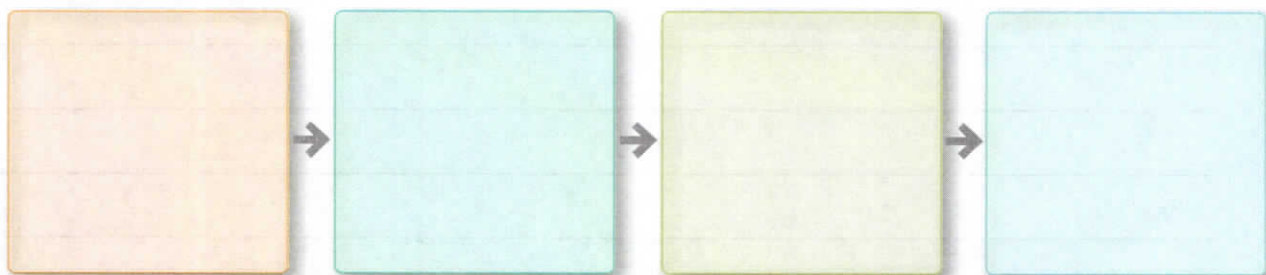
Details

4 Look at the picture and work with your partner to propose general information about the sports event.



- What? \_\_\_\_\_
- Who? \_\_\_\_\_
- Where? \_\_\_\_\_
- When? \_\_\_\_\_
- Details: \_\_\_\_\_

5 With your partner, write a possible sequence of actions for the event shown in the picture from the previous activity. Then, get with another pair to narrate it.



### Reader

Can you name two tennis strokes?  
(pp. 119-121)



## Narration

Step  
3

- Answer the questions you wrote to define general information about the event.
- Create a flow map to show the sequence of actions.



### Self-evaluation (Check the box or boxes.)

The strategies that I used to understand general information and details of narrations of a sports event were:



- Classify expressions to share emotions.
- Contrast general information with details.
- Analyze ways to be more expressive.

**Tip:** Reread the models provided to select expressions that you feel comfortable with.

### ICT Box

If possible, use a browser to look for sports events narrations from English speaking countries. Pay attention to the expressions used and share them with your class.


# Lesson 4

- 1 Review the information you wrote on page 101, Activity 4. With your partner, write an appropriate greeting and farewell for your narration.  

Which greeting and farewell expressions do you know? For information about this theme, go to page 120. 

Greeting

Farewell

- 2 Use intensifiers and strong adjectives to describe some of the actions that you will include in your narration. 

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- 3 Write two expressions to show emotions during your narration. 

4 With your partner, write a short script for your narration using the information you have prepared. 


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5 Narrate your sports event. Use body language and prosodic resources to transmit emotions, especially concerning speed and volume.  120


Which resources can I use to express emotions? For information about this theme, go to page 120. 

6 Present your narration to another pair; use the checklist to give and receive feedback. 

	Yes	No	Comments
They started with a greeting and ended with a farewell.			
They gave general information about the event (place, time, competitors, etc.).			
They used intensifiers to describe actions.			
They used expressions to show emotions.			
They used body language and prosodic resources to transmit emotions.			

**Reader**  
Do you think both girls wanted to win? (pp. 122-123) 

# Narration Step 4

- Write expressions you may use to provoke emotions and to allow others to interact. Use intensifiers to describe some of the actions you included. 

**Self-evaluation** (Circle.)

- To narrate a big fragment of a sports event, I...
- ...proposed general information about the event?    yes    no
  - ...described actions that happened in the event?    yes    no
  - ...used greetings and farewells?    yes    no
  - ...included intensifiers to describe actions?    yes    no

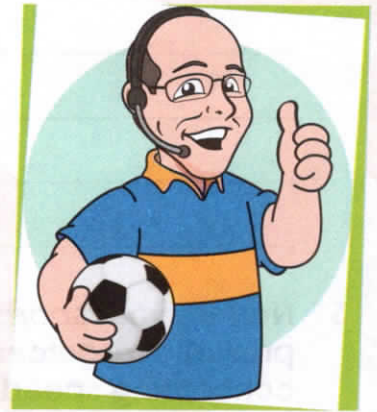
**Tip:** When narrating a sports event it is very important to convey emotions. Explore all the resources you have to do it such as words, changes in tone, volume, and rhythm.

# Product

## Narration

### Do the following activities:

- Taking as a model one of the scripts from this unit, write a short one for your narration. Be sure to include:
  - appropriate greeting
  - general information about the event, that is, type of event, place, time, and people involved
  - sequence of actions
  - intensifiers and strong adjectives to describe some of the actions
  - expressions that show emotions
  - at least one expression to invite another person to interact
  - appropriate farewell
- Rehearse it using prosodic resources and body language to transmit emotions.
- Present to your class. Don't worry if you forget your parts; improvise and have fun!



## Assessing my Learning Process

### Peer evaluation


Debate with your class to decide which the best narrations were.

- Write a list of aspects those narrations had.
- State three pieces of advice you all may follow the next time you should present a similar activity.

### Self-evaluation

- 1 Reflect.
  - How do you feel when you narrate a sports event?
  - Which aspects would you improve?
- 2 Look through the unit to recall what you have learned to learn, to know, and to do.
- 3 In your notebook, write what you think was difficult to achieve. Check the tips given at the end of each lesson and explain how they may help you improve.

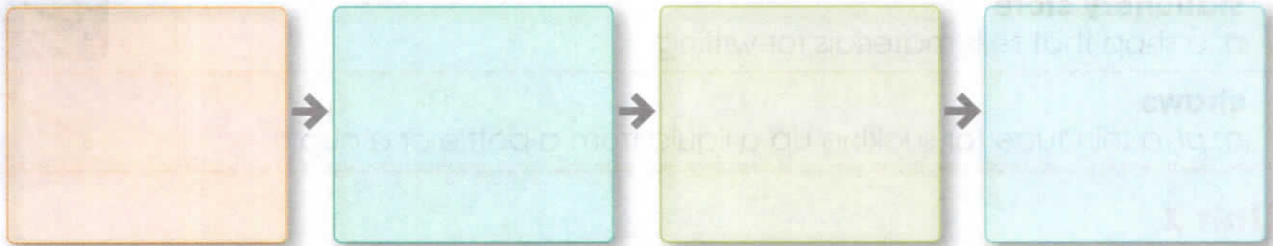



1 Look at the picture and, with your partner, propose general information about the sports event. 

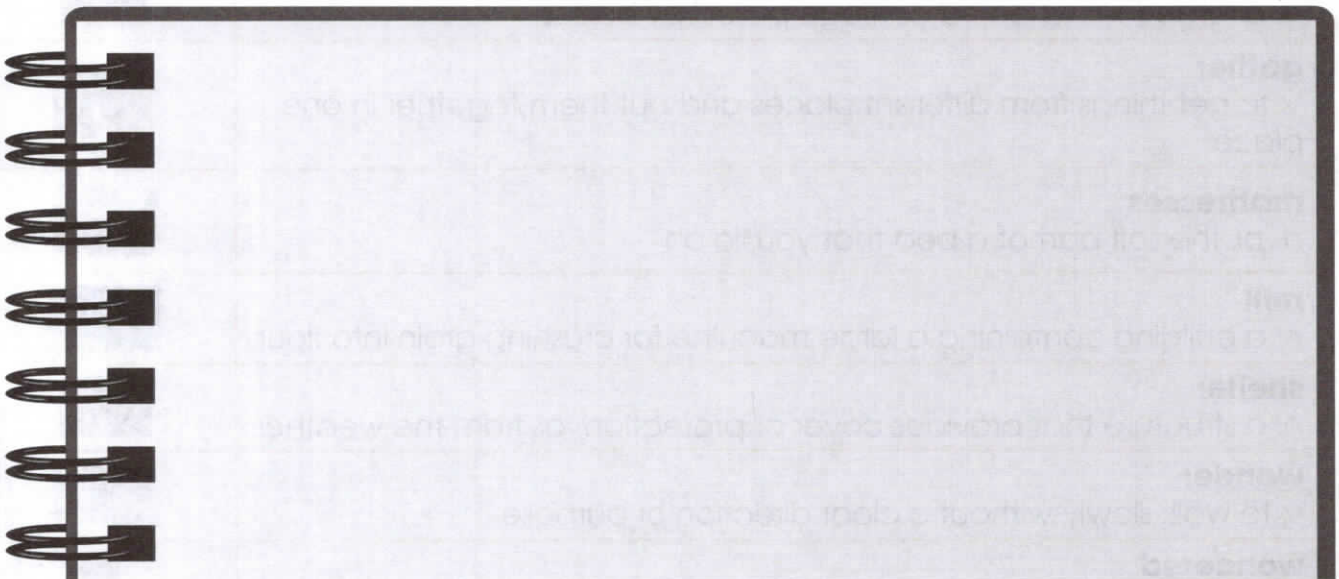


- What? \_\_\_\_\_
- Who? \_\_\_\_\_
- Where? \_\_\_\_\_
- When? \_\_\_\_\_
- Details: \_\_\_\_\_

2 Write a possible sequence of actions for the event shown in the picture from the previous activity. 











3 With your partner, write notes that may be useful to narrate the sports event. You may include specific data such as names of moves, useful expressions to start or end, expressions to show emotions, etc. 











4 Use your notes to present your narration in front of your class. 









- present = *pr.* • present participle = *pr. part.*
- past participle = *p. part.* • passive voice = *p. v.*

<p><b>annoyed</b> <i>adj.</i> slightly angry</p>	
<p><b>concerned</b> <i>adj.</i> worried about something</p>	
<p><b>enterprise</b> <i>n.</i> a company, organization, or business</p>	
<p><b>mugs</b> <i>n. pl.</i> a large cup with a handle used for drinking tea, coffee, etc.</p>	
<p><b>once in a while</b> <i>phrase</i> occasionally</p>	
<p><b>pleased</b> <i>adj.</i> happy or satisfied</p>	
<p><b>stationery store</b> <i>n.</i> a shop that sells materials for writing</p>	
<p><b>straws</b> <i>n. pl.</i> a thin tube for sucking up a liquid from a bottle or a cup</p>	









## Unit 2

<p><b>clever</b> <i>adj.</i> smart and able to learn things quickly</p>	
<p><b>coach</b> <i>n.</i> a large four-wheeled carriage pulled by horses</p>	
<p><b>gather</b> <i>v.</i> to get things from different places and put them together in one place</p>	
<p><b>mattresses</b> <i>n. pl.</i> the soft part of a bed that you lie on</p>	
<p><b>mill</b> <i>n.</i> a building containing a large machine for crushing grain into flour</p>	
<p><b>shelter</b> <i>n.</i> a structure that provides cover or protection, as from the weather</p>	
<p><b>wander</b> <i>v.</i> to walk slowly without a clear direction or purpose</p>	
<p><b>wondered</b> <i>v. past</i> to think of something you are not sure about</p>	









## Unit 3

<p><b>advice</b>  <i>n.</i> an opinion you give someone about what they should do</p>	
<p><b>advise</b>  <i>v.</i> to tell someone what you think they should do</p>	
<p><b>avoid</b>  <i>v.</i> to prevent something bad from happening</p>	
<p><b>befriend</b>  <i>v.</i> to behave in a friendly way toward someone</p>	
<p><b>harmful</b>  <i>adj.</i> causing damage, injury, or trouble</p>	
<p><b>pushes</b>  <i>v. pres.</i> to force someone to do something</p>	
<p><b>request</b>  <i>v.</i> to ask for something politely / <i>n.</i> a polite or formal demand for something</p>	
<p><b>risks</b>  <i>n. pl.</i> the possibility that something bad, unpleasant, or dangerous may happen</p>	









## Unit 4

<p><b>assertive</b>  <i>adj.</i> behaving in a confident way, stating their opinions clearly</p>	
<p><b>automation</b>  <i>n.</i> the use of computers and machines instead of people to do a job</p>	
<p><b>cargo</b>  <i>n.</i> the goods that are being carried by a ship or plane</p>	
<p><b>device</b>  <i>n.</i> a machine or tool that does a special job</p>	
<p><b>persuasive</b>  <i>adj.</i> able to make other people believe something or do what you ask</p>	
<p><b>sci-fi</b>  <i>n.</i> (short for science fiction) stories about events in the future which are affected by imaginary developments in science</p>	
<p><b>spacecraft</b>  <i>n.</i> a vehicle that is able to travel in space</p>	
<p><b>tasks</b>  <i>n. pl.</i> a piece of work assigned or done as part of one's duties, as part of a larger project</p>	






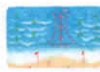


## Unit 5

<p><b>beckoned</b>  <i>v. past</i> to move your hand in a way that tells someone to come nearer</p>	
<p><b>cavalry</b>  <i>n.</i> the soldiers who fight on horses</p>	
<p><b>cheered</b>  <i>v. past</i> to shout happily, especially to encourage someone</p>	
<p><b>deities</b>  <i>n. pl.</i> a god or goddess</p>	
<p><b>old-fashioned</b>  <i>adj.</i> not modern</p>	
<p><b>swift</b>  <i>adj.</i> happening or done quickly</p>	
<p><b>tempest</b>  <i>n.</i> a violent storm</p>	
<p><b>vessels</b>  <i>n. pl.</i> a ship or large boat</p>	









## Unit 6

<p><b>damage</b>  <i>n.</i> physical harm that is done to someone's body or to something</p>	
<p><b>harmful</b>  <i>adj.</i> causing damage or injury</p>	
<p><b>hazy</b>  <i>adj.</i> not clear because there is smoke, dust, or mist</p>	
<p><b>index</b>  <i>n.</i> a standard by which the level of something can be measured</p>	
<p><b>shadow</b>  <i>n.</i> a dark shape that appears on a surface when someone or something is between that surface and the light</p>	
<p><b>sunshade</b>  <i>n.</i> a roof-like structure used as protection from the sunlight</p>	
<p><b>sweats</b>  <i>v. pres.</i> to produce a salty liquid from your skin when you are hot, nervous, or ill</p>	
<p><b>tournament</b>  <i>n.</i> a competition in which players compete against each other in a series of games until there is only one winner</p>	









## Unit 7

<p><b>closures</b>  <i>n. pl.</i> when a road, bridge, etc. is closed for a time so that people cannot use it</p>	
<p><b>facilities</b>  <i>n. pl.</i> a place or building used for a particular activity or for providing a service</p>	
<p><b>handrail</b>  <i>n.</i> a long bar for people to hold while they walk up or down stairs</p>	
<p><b>landslides</b>  <i>n. pl.</i> a sudden fall of a lot of earth or rocks down a hill, cliff, etc.</p>	
<p><b>lifeguard</b>  <i>n.</i> someone whose job at a beach or swimming pool is to help swimmers who are in danger</p>	
<p><b>rip currents</b>  <i>n. pl.</i> a quick strong flow of sea water that can pull people away from the land</p>	
<p><b>shallow</b>  <i>adj.</i> measuring only a short distance from the top to the bottom</p>	
<p><b>sharp</b>  <i>adj.</i> having a very thin edge or point that can cut things easily</p>	









## Unit 8

<p><b>amazed</b>  <i>adj.</i> feeling or showing great surprise</p>	
<p><b>checkered</b>  <i>adj.</i> having a pattern made up of squares of two different colors</p>	
<p><b>costume</b>  <i>n.</i> clothes that are typical of a particular place or celebration</p>	
<p><b>homesick</b>  <i>adj.</i> feeling unhappy because you are away from your family and home</p>	
<p><b>insulated</b>  <i>adj.</i> covered or protected with a material that stops cold, heat, electricity, sound, etc. from getting in or out</p>	
<p><b>mood</b>  <i>n.</i> the way you feel at a particular time</p>	
<p><b>striped</b>  <i>adj.</i> having a pattern made up of lines of two or more different colors</p>	
<p><b>wrapped</b>  <i>adj.</i> covered around by paper or cloth</p>	

## Unit 9

<p><b>3D printers</b>  <i>n. pl.</i> a machine that creates physical three-dimensional objects from digital data that it receives from a computer</p>	
<p><b>gear</b>  <i>n.</i> a set of equipment that you need for a particular activity</p>	
<p><b>hazardous</b>  <i>adj.</i> dangerous, especially to people's health or safety</p>	
<p><b>headhunters</b>  <i>n. pl.</i> someone who finds people with the right skills to do particular jobs</p>	
<p><b>humble</b>  <i>adj.</i> not considering yourself or your ideas to be better than other people's</p>	
<p><b>nourish</b>  <i>v.</i> to give a person the food they need in order to live, grow, and stay healthy</p>	
<p><b>path</b>  <i>n.</i> a plan or series of actions that will help you achieve something</p>	
<p><b>purchase</b>  <i>v.</i> to buy something</p>	

## Unit 10

<p><b>approaching</b>  <i>v. pr. part.</i> to move closer to someone or something</p>	
<p><b>brehtaking</b>  <i>adj.</i> extremely impressive, exciting, surprising, or beautiful</p>	
<p><b>disappointed</b>  <i>adj.</i> unhappy because something you hoped for did not happen or was not as good as expected</p>	
<p><b>edge</b>  <i>n.</i> the part of something that is furthest from its center; the point where it begins or ends</p>	
<p><b>match</b>  <i>n.</i> an organized sports event between two players or teams</p>	
<p><b>rookie</b>  <i>n.</i> a person who has just started a job or activity and has little experience</p>	
<p><b>tricky</b>  <i>adj.</i> something that appears different from what it is; difficult to do, complicated</p>	
<p><b>twisting</b>  <i>adj.</i> having a lot of turns or changes of direction</p>	

**Learning to Learn** (page 7, activity 5) (page 83, activity 5)**Conveying emotions through intonation**

Intonation refers to the way your voice rises and falls as you speak in order to add meaning to what you are saying.

You may convey lots of emotions by varying the intonation of your voice.

Try saying this sentence varying the intonation to cover the three emotions shown in the picture:

“I bought you a present.”

**Learning to Know** (page 7, activity 6)**Modals**

The following modals can be used to express suggestions:

- a **should:** You **should** buy the blue one.
- b **could:** You **could** save money if you buy the other one.
- c **may:** You **may** buy the box.
- d **might:** I think you **might** want to wait for the big sale.

**Phrases for making suggestions**

- **How about** trying something new?
- **Why don't you** buy eco-friendly products instead?
- **I strongly recommend** that place to you; they are the best!
- **Have you thought about** buying a new computer?

**Learning to Do** (page 10, activity 3) (page 12, activity 3)**Ask for characteristics of products**

You can ask open questions using **Wh-question words**:

- *What is it like?*
- *How much does it cost?*
- *Where can I find it?*
- *Which of them do you recommend the most?*
- *What do I need?*

Or, if you want to know specific details, ask closed questions:

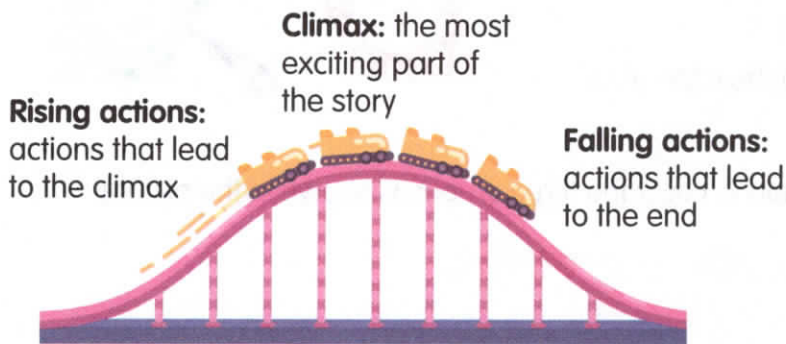
- *Does it use batteries?*
- *Is it eco-friendly?*
- *May I buy it in the supermarket?*
- *Does it include instructions?*
- *Could I sell it here?*



## Learning to Know

**Plot** (page 17, activity 4)

The plot describes the sequence of events in a story. It is like a roller-coaster ride!



**Beginning:** presents the characters and setting

**Resolution:** the end

**Characters** (page 20, activity 3)

- **Protagonist or main character:** the story revolves around him/her
- **Antagonist:** he/she acts against the protagonist
- **Secondary:** he/she helps to move the story along

Some stories also have a **narrator**, who recounts the events.



**Learning to Do** (page 19, activity 5)

## Identifying direct and indirect speech

	Use	Structure	Example
<b>Direct Speech</b>	It repeats the exact words a character said.	The words that were said are written between quotation marks (" "). Instead of a period to end the sentence, a comma is used and then who said the words.	"I will fly to those royal birds," the duckling said.
<b>Indirect Speech</b>	It reports what a character said.	Some verbs such as <i>said</i> , <i>asked</i> , <i>exclaimed</i> , etc. are commonly used followed by the word <i>that</i> to introduce the reported words.	The duckling said that he was going to fly to those royal birds.

**Learning to Learn** (page 21, activity 4)

## Making connections

While reading a tale, you can become more engaged with it if you make connections with your own life. In order to do so, try to finish the following sentences:

This passage reminds me of my own life because...

I can relate to this character because...

If it were me, I would...

I felt like... (Character) when I...

Something similar happened to me when...





## **Learning to Do** (page 27, activity 5) (page 30, activity 2) (page 31, activity 5) (page 32, activity 2)

### Writing a report

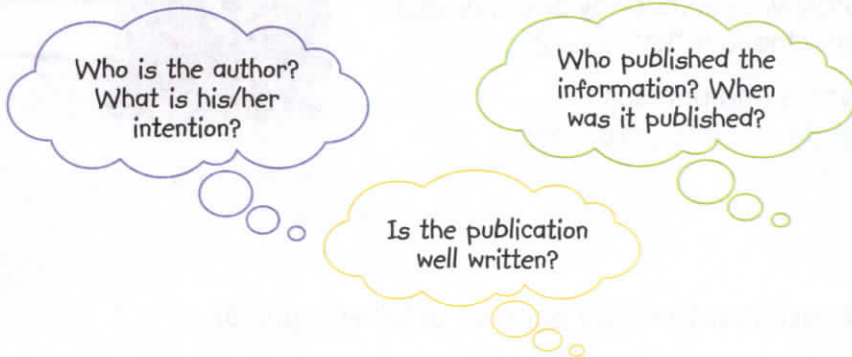
A report is a short, concise document that has a specific purpose and audience. In this unit, you will write a report to give recommendations to people your age on how to avoid a personal risk situation. Be sure to include:

- a Introduction.** Describe the risk situation and explain the importance of taking measures to avoid it.
- b Recommendations.** Tell your audience how to avoid the risk situation. These recommendations can be:
  - Direct: *Don't accept friend requests from unknown people.  
Change your passwords regularly.*
  - Polite: *We advise you not to accept friend requests from unknown people.  
We ask you to change your passwords regularly.*
- c Conclusion.** Repeat to your audience why it is important to avoid the risk you chose.

## **Learning to Learn** (page 29, activity 6)

### Develop research skills

Whenever you research information on the web, ask yourself:



## **Learning to Know** (page 82, activity 2)

### Connectors (page 31, activity 6) (page 92, activity 3)

For statements that must follow a specific order	For statements that don't need to follow a specific order
first, then, next, afterwards, as soon as, finally	and, also, as well as, furthermore, too, in addition

### Apostrophes for contractions

(page 33, activity 5)

A contraction is a shortened version of a word. An apostrophe is placed where letters have been omitted. E.g.:

*do not = don't*  
*should not = shouldn't*  
*I am = I'm*

## Learning to Know (page 36, activity 3) (page 59, activity 3) (page 87, activity 4)

### Text patterns

<b>Cause &amp; Effect</b>	It explains something that makes something else happen.	Clues: <i>so, because, as a result, consequently</i>
<b>Compare &amp; Contrast</b>	It states similarities and differences between people, things, or ideas.	Clues: <i>similar, same, both, unlike</i>
<b>Description</b>	It provides details, features, and examples to create mental pictures.	Clues: <i>for example, such as, looks like, consists of</i>
<b>Problem &amp; Solution</b>	It describes a problem and suggests a way to solve it.	Clues: <i>problem, issue, solution, idea</i>
<b>Questions &amp; Answers</b>	A question is asked and an answer is given.	Clues: <i>Wh-question words: who, what, where, when, why, how, which</i>
<b>Sequence</b>	It describes an event and the events that follow.	Clues: <i>first, after, then, next, finally</i>

## Learning to Do (page 38, activity 2) (page 60, activity 2)

### Paraphrasing

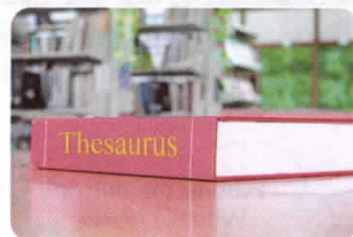
When you express with your own words what somebody else has said or written, you are paraphrasing. Follow the four "Rs" to do it:

Reword using synonyms to replace words and phrases.

Rearrange ideas in a sentence and sentences in a paragraph.

Realize that some words such as names, dates, and titles must remain the same.

Recheck to make sure that you are conveying the same meaning as the original.



## Learning to Learn (page 40, activities 2 and 3 / page 41, activities 4 and 5)

### Using phrases to discuss

<b>Express general opinions</b>	<ul style="list-style-type: none"> <li>I consider that...</li> <li>It looked to me that...</li> </ul>
<b>Express opinions in favor and against</b>	<ul style="list-style-type: none"> <li>I totally agree with what you are saying...</li> <li>I'm not really sure that's true because...</li> </ul>
<b>State evidence</b>	<ul style="list-style-type: none"> <li>It is demonstrated that...</li> <li>According to scientific studies,...</li> </ul>
<b>Refute opinions respectfully</b>	<ul style="list-style-type: none"> <li>Are you really sure...?</li> <li>Oh, come on!</li> </ul>



## Learning to Learn (page 48, activity 1)

### Improving pronunciation

**Observe**

Produce different sounds and pay attention to the movements and position of your:

- lips
- mouth
- tongue

**Listen...**

- to songs in English, podcasts, TV series, etc.
- to your teacher.
- to yourself recording your voice.

**Experiment**

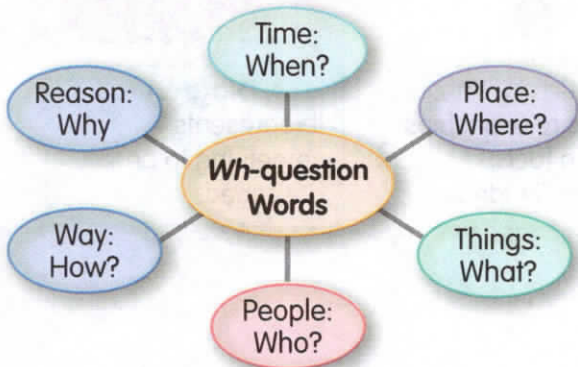
- Practice with your classmates.
- Break words into sounds.
- Add stress to sounds and words.

## Learning to Do

(page 50, activity 3 / page 51, activity 4)  
(page 57, activity 5) (page 78, activity 1)

### Asking questions

Remember that if you ask open questions, you should use a *Wh*-question word; if you ask closed questions, you don't need them.



## Learning to Know (page 52, activity 1)

### Parts of a comic

panels	frames or boxes that contain segments of action	
caption	a box that usually gives voice to a narrator	
speech bubble	a round or similar shape with the characters' words	
thought bubble	a cloud shape with the characters' thoughts	
onomatopoeia	a word that mimics a sound	

### Asking questions using different tenses

	Wh-question Word	Auxiliary	Subject	Verb + Complement
Simple Present	What	do	you	know about the pilgrims?
		Does	the picture	show a Spanish ship?
Simple Past	When	did	Spaniards	arrive?
		Did	the pilgrims	travel by ship?
Present Perfect	Who	has	x	colonized America?
		Have	you	read this account before?
Past Perfect	Where	had	they	come from?
		Had	they	been in America before?

## Learning to Know (page 58, activity 1)

### Text features

#### Sections

subdivisions, chapters, or any other parts of a book, newspaper, magazine, etc.

#### Table of Contents

a list of the main sections and topics of a book and the page number on which each one starts

#### Headings & Subheadings

Headings are titles of the main sections or most general topics. Subheadings are titles of subsections.

#### Glossary

an alphabetical list of key words and phrases in the book with definitions

#### Fact Boxes

Each fact box provides a short but relevant or interesting fact related to the text.

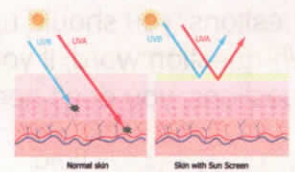
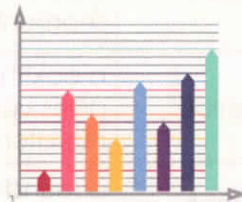
#### Index

an alphabetical list of terms at the end of the book with page numbers where specific information can be found

## Learning to Learn (page 61, activity 3) (page 93, activity 5)

### Using graphic resources

Low (0-2)	Medium (3-5)	High (6-7)	Very High (7-10)	Extremely High (11+)
Sunscreen Sunglasses	Sunscreen Sunglasses Hat	Sunscreen Sunglasses Hat Shade	Sunscreen Sunglasses Hat Shade	Sunscreen Sunglasses Hat Shade Staying indoors from 10am to 4pm



#### Chart or Table

It organizes similar data in rows and columns.

#### Graphic

It displays information usually related with numbers.

#### Graphic organizer

It shows relationships between facts, concepts, or ideas.

#### Diagram

It represents something to be described.

## Learning to Do (page 63, activity 4)

### Proofreading a text

When you proofread a text, you read it carefully to find and correct mistakes. This process is done before writing a final version. Some aspects you should pay attention to in this unit are:

#### Definite and indefinite articles

a	an	the
used before nouns that...		
are unspecific, countable, singular: <b>a</b> school (any school)		are specific, countable or uncountable, and singular or plural: <b>the</b> school (a specific school)
start with a consonant: <b>a</b> teacher	start with a vowel: <b>an</b> umbrella	start with vowels or consonants: <b>the</b> teacher <b>the</b> umbrellas

#### Punctuation

- **commas** to separate ideas
- **periods** before you introduce a new theme

E.g.:

*The problem may be solved if we install a sunshade, we don't go out at noon, and we use sunscreen. In that way, the soccer team may continue training in the schoolyard.*

## Learning to Know (page 67, activity 6)

### Types of warnings and prohibitions

A warning makes us aware of possible dangers.

#### Weak Warnings:

They are similar to advice. We usually use *should*. E.g.:  
*I don't think you should eat in the street.*

#### Strong Warnings:

They mention things that definitely imply a danger. We usually use *don't*. E.g.:  
**Don't** open the door when the car is moving.

#### Public Warning:

They announce danger in public places. They usually start with the words: *Caution, Warning, Danger, or Beware* of. E.g.:

- Caution: Flammable Materials
- Warning: Private Property
- Danger: Electricity
- Beware of the dog

#### Prohibitions:

They totally forbid an action. They include expressions such as *...is forbidden, ...not allowed*, or they start with *You must not*. E.g.:

- *Entry to this building is forbidden.*
- *You are not allowed to go inside.*
- *You must not cross this line.*

(page 69 activity 5)

## Learning to Do (page 72, activity 1)

### Writing conditional warnings and prohibitions

They are based on facts and used to express statements about real hazards and their consequences. We use the first conditional to talk about a possible situation or condition and its probable result.

*If you throw the ball at the window, it will break.* (weak warning)

You can also state prohibitions:

*If you hike in the woods, you must not feed the animals.*

#### Structure

If Clause				Main Clause				
If	subject	verb	complement	comma	subject	auxiliary	verb	complement
If	you	cross	the street	,	you	should	wait	for the green light.

## Learning to Learn (page 73, activity 6)

### Using non-verbal language

Non-verbal language is essential to establish a good communication and convey messages effectively.



**Gesture:** a movement of a part of your body (e.g., hands or head) to show what you mean or feel.



**Facial expressions:** gestures done with your face to express emotions.



**Body movements and posture:** the way people sit, walk, stand, and move.

### Using expressions to clarify meaning

You can use the following expressions when you don't understand what somebody is telling you:

- *What do you mean by...?*
- *Excuse me?*
- *Could you say that again, please?*
- *Could you repeat that, please?*
- *Could you give us an example?*
- *Could you be more specific, please?*

## Learning to Do (page 77, activity 4)

### Using adjectives

Use adjectives to give additional details about people, places, things, or ideas. Remember that, in English, you should place the adjective before the word it is describing. E.g.:

*Delicious food is on the table.*

not

~~*Food delicious is on the table.*~~

### Comparatives and superlatives

(page 80, activity 3)

#### Comparatives

If you want to compare two situations, people, or things:

- for one-syllable adjectives, use:  
adjective + **-er** + than  
*Bowing is **faster than** shaking hands.*
- for adjectives with two or more syllables, use:  
more + adjective + than  
*I think Arabic is **more difficult than** Russian.  
You should be **more respectful** when you greet an elderly person.*

#### Superlatives

If you want to describe the highest or lowest degree of a quality, use...

- for one-syllable adjectives:  
the + adjective + **-est**  
*Belly dancing is one of **the oldest** dances in the world.*
- for adjectives with two or more syllables:  
the most + adjective  
*Day of the Dead is one of **the most famous** Mexican celebrations.*

## Learning to Learn (page 79, activities 4 and 5)

### Comparing and contrasting

#### Comparing

It focuses on the similarities between two situations, people, or things.  
Connectors: also, as, as well, both, like, in the same way, similarly, too  
E.g.: *In Mexico, we enjoy eating with the family, in the same way they do in other countries.*

#### Contrasting

It focuses on the differences between two situations, people, or things.  
Connectors: although, but, however, instead of, on the other hand, unlike, while  
E.g.: *In Japan they eat with chopsticks, while in India they use their fingers.*

## Learning to Know (page 82, activity 3)

### Useful phrases

#### To indicate the beginning

- *Here, take a closer look at...*
- *Let's see...*
- *Let's start by...*

#### To gain time

- *...you know...*
- *...actually...*
- *...like...*

#### To indicate the end

- *And that's all I have to say.*
- *And that's it.*

## **Learning to Learn** (page 86, activity 2)

### Making inferences



## **Learning to Know**

### Main and secondary ideas

(page 87, activity 3)

The **main idea** summarizes the author's primary message and it is stated in a **topic sentence**. To identify it, ask yourself:

- *Who or what is it about?* (to determine the topic)
- *What is the author's main point?* (to find the topic sentence)
- *Is this statement supported by the rest of the material in the paragraph?* (to verify that it is the topic sentence)

**Secondary ideas** serve as a complement of the main idea, giving more details and descriptions.

### Passive form

(page 92, activity 2)

Use passive voice when you want to focus on an action because you consider it more important than the subject, or because you don't know who is performing the action.

noun receiving action + be + past participle of verb + by + noun doing action

E.g.:

*Buildings are designed by architects and engineers.*

## **Learning to Do** (page 88, activity 1)

### Steps to write a report

In this unit, you will write a report based on researched information. In order to do so, follow these steps:

#### 1 Research

- Choose a topic.
- Ask questions about it.
- Research reliable information to answer your questions.
- Paraphrase the information.
- Select relevant information and classify it to establish subtopics.

#### 2 Write

- Introduction: State your purpose.

- Body: Write subheadings according to subtopics.

- Conclusion: Summarize your ideas and make a comment or suggestion.

#### 3 Revise and Proofread

- Check that your language is appropriate for your audience.
- Review the relevance of the information and the way it is organized.
- Check punctuation and spelling.

## Learning to Know (page 100, activity 2)

### Strong adjectives and intensifiers

**Strong adjectives** are extreme adjectives that are more expressive than normal adjectives.

Base Adjectives	Strong Adjectives
big	enormous
small	tiny
clever	brilliant
bad	terrible, awful
scared	terrified
good	superb, fantastic
angry	furious
beautiful	gorgeous
tired	exhausted

**Intensifiers** are used to make adjectives stronger.

*Very, really, and extremely* are commonly used with base adjectives.

E.g.: *very big, really good, extremely scared*

With strong adjectives, we don't use *very*; instead, you may use: *absolutely, completely, exceptionally, particularly, quite, or totally*.

E.g.: *very-awful absolutely awful  
very-brilliant exceptionally brilliant*

## Learning to Do (page 102, activity 1)

### Using greeting and farewell expressions

Greetings	Farewells
<ul style="list-style-type: none"> <li>• Good morning/afternoon/evening</li> <li>• Hello, everyone! How are you all?</li> <li>• Hi, everybody! How are you doing today?</li> <li>• Welcome to...</li> <li>• Hi, I'm (...) and you're listening/watching...</li> </ul>	<ul style="list-style-type: none"> <li>• Well, it's time to say good-bye.</li> <li>• See you tomorrow...</li> <li>• See you soon/next time!</li> <li>• We'll see you again next week.</li> <li>• Thanks for listening/watching...</li> </ul>

## Learning to Learn (page 103, activity 5)

### Expressing emotions



Use body language.



Take advantage of prosodic resources.



Choose appropriate vocabulary.



## **Irregular Verbs**

<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>
<b>be</b>	was / were	been
<b>become</b>	became	become
<b>begin</b>	began	begun
<b>blow</b>	blew	blown
<b>bring</b>	brought	brought
<b>buy</b>	bought	bought
<b>catch</b>	caught	caught
<b>choose</b>	chose	chosen
<b>do</b>	did	done
<b>draw</b>	drew	drawn
<b>drink</b>	drank	drunk
<b>eat</b>	ate	eaten
<b>fall</b>	fell	fallen
<b>feel</b>	felt	felt
<b>fight</b>	fought	fought
<b>find</b>	found	found
<b>get</b>	got	gotten
<b>give</b>	gave	given
<b>go</b>	went	gone
<b>have</b>	had	had
<b>hear</b>	heard	heard
<b>hide</b>	hid	hidden
<b>hold</b>	held	held

<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>
<b>keep</b>	kept	kept
<b>know</b>	knew	known
<b>leave</b>	left	left
<b>make</b>	made	made
<b>mean</b>	meant	meant
<b>put</b>	put	put
<b>read</b>	read	read
<b>ride</b>	rode	ridden
<b>run</b>	ran	run
<b>say</b>	said	said
<b>see</b>	saw	seen
<b>sleep</b>	slept	slept
<b>speak</b>	spoke	spoken
<b>spend</b>	spent	spent
<b>swim</b>	swam	swum
<b>take</b>	took	taken
<b>teach</b>	taught	taught
<b>tell</b>	told	told
<b>think</b>	thought	thought
<b>understand</b>	understood	understood
<b>wear</b>	wore	worn
<b>win</b>	won	won
<b>write</b>	wrote	written



Can I borrow a pencil?

/Can I borrow an eraser?

Can I have a piece of paper?

Can you repeat that?

Excuse me.

Good morning.

/Good afternoon.

Hello / Hi

How do you say...?

How do you spell...?

I don't understand.

May I go to the bathroom?

Please

Speak slowly.

Thank you.

## **Suggested References for the Student**

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