

1

English Connect

Teacher's Guide



Aidee Armenta
Isabella Burman



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



Estimado(a) maestro(a):

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

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

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

Le deseamos éxito.

Distribución gratuita, prohibida su venta.

1

English
Connect
Teacher's Guide



Aidee Armenta
Isabella Burman

Macmillan Education

Compañías y representantes en todo el mundo

English Connect Teacher's Guide 1

Texto, diseño e ilustración D.R. © Macmillan Publishers, S.A. de C.V. 2018

Texto: Aidee Armenta e Isabella Burman

Exámenes: Viviana Curtius, Liliana Alcántara

Macmillan es una marca registrada

Primera edición 2018

Primera reimpresión 2019

Segunda reimpresión 2020

Tercera reimpresión 2021

Gerente Editorial: Elisa Pecina

Gerente de Creación de Contenidos: Adriana Alcalá

Gerente de Diseño: Mónica Pérez

Commissioning Editor: Adriana Alcalá

Coordinador de Diseño: Alejandro Flores

Development Editor: Editores Malva, S. de R.L. de C.V.

Concepto de portada: Colofón Diseño y Comunicación S. C. / Roberto Martínez

Diseño de portada: Colofón Diseño y Comunicación S. C. / Roberto Martínez,
Alejandro Flores

Fotografías de portada: Shutterstock.com (5)

Concepto de diseño: Colofón Diseño y Comunicación S. C. / Roberto Martínez

Diseño y formación: Editores Malva, S. de R.L. de C.V.

Fotografía: Shutterstock.com p 13

ISBN: 978-607-473-665-6

Macmillan Publishers, S.A. de C.V.

Insurgentes Sur 1457, Piso 25 y 26, Insurgentes Mixcoac,
Alcaldía Benito Juárez, C.P. 03920, Ciudad de México, México.

Tel: (55) 5482 2200

Toll free: (800) 614 7650

mx.elt@macmillaneducation.com

www.grupomacmillan.com

www.macmillan.com.mx

www.macmillanenglish.com

Miembro de la Cámara Nacional de la Industria Editorial Mexicana

Registro Núm. 2275

Prohibida la reproducción o transmisión parcial o total de esta obra por cualquier medio o método o en cualquier forma electrónica o mecánica, incluso fotocopia, o sistema para recuperar información sin autorización por escrito de la editorial.

Todos los derechos reservados conforme a la ley.

Impreso en México

Este libro se terminó de imprimir en mayo de 2021

en los talleres de Corporación en Servicios Integrales

de Asesoría Profesional, S. A. de C. V.

Calle E núm. 6, Parque Ind. Puebla 2000

C. P. 72225, Puebla, Pue.

2025 2024 2023 2022 2021

13 12 11 10 9 8 7 6 5 4

Contents

page

4-8	Presentation for Teachers
9	Assessment Guidelines
10	Lesson Planner
11-12	Starter

Module 1

14-16	Lesson 1
17-19	Lesson 2
20-22	Lesson 3
23-25	Lesson 4
26-28	Final Product / Assessment Tool / Exam

Module 2

30-32	Lesson 1
33-35	Lesson 2
36-38	Lesson 3
39-41	Lesson 4
42-44	Final Product / Assessment Tool / Exam

Module 3

46-48	Lesson 1
49-51	Lesson 2
52-54	Lesson 3
55-57	Lesson 4
58-60	Final Product / Assessment Tool / Exam

Module 4

62-64	Lesson 1
65-67	Lesson 2
68-70	Lesson 3
71-73	Lesson 4
74-76	Final Product / Assessment Tool / Exam

Module 5

78-80	Lesson 1
81-83	Lesson 2
84-86	Lesson 3
87-89	Lesson 4
90-92	Final Product / Assessment Tool / Exam

Module 6

94-96	Lesson 1
97-99	Lesson 2
100-102	Lesson 3
103-105	Lesson 4
106-108	Final Product / Assessment Tool / Exam

Module 7

110-112	Lesson 1
113-115	Lesson 2
116-118	Lesson 3
119-121	Lesson 4
122-124	Final Product / Assessment Tool / Exam

Module 8

126-128	Lesson 1
129-131	Lesson 2
132-134	Lesson 3
135-137	Lesson 4
138-140	Final Product / Assessment Tool / Exam

Module 9

142-144	Lesson 1
145-147	Lesson 2
148-150	Lesson 3
151-153	Lesson 4
154-156	Final Product / Assessment Tool / Exam

Module 10

158-160	Lesson 1
161-163	Lesson 2
164-166	Lesson 3
167-169	Lesson 4
170-172	Final Product / Assessment Tool / Exam

173	Bibliography for Teachers
174	Reader Answer Key
175	Exams Answer Key
176	ELT Glossary
177-183	Audio Script
184	Track List

Present a Plan for Teachers

English Connect 1 is a secondary series that helps students consolidate language skills and develop competencies through a hands-on approach to a wide variety of texts, meaningful activities, and development of products (projects). This series helps you make your classroom an attractive and exciting place for learning so that all students can have opportunities to share their experiences and knowledge about reading, writing, and oral strategies in the English language. By doing so, they will identify linguistic aspects and uses of English as well as similarities and differences between English and their mother tongue.

English Connect 1 draws upon the real-life experiences of your students. Every module includes text and communicative activities based upon situations that are familiar to students and are part of the world they live in. Thereby your students can develop social practices of language that will help them communicate accurately in everyday situations. Bear in mind the systems of elements related to encoding and decoding meanings. The functional perspective of this approach allows students to express and develop personal relationships, to perform social transactions between people and to participate socially. All this means that students learn to do with the language.

Structure

English Connect 1 consists of ten modules. Each module is set in one of three social learning environments (Family and community, Recreational and literary, or Academic and educational). As students are not native speakers of the English language, we have to provide different contexts to promote the use of English in different situations and foster the active participation of learners through personalization and the use of the linguistic competencies of the language in a diversity of environments.

Lesson development

Each module includes four lessons, a final product, and a self-assessment section. The lessons focus on achievements like exchanging points of view, searching for information, expressing key events, giving a presentation, expressing compliments, and editing texts, for example. Every lesson includes a subproduct activity that articulates the module's contents as part of a *Process* that connects to the final product.

All lessons are organized into five main stages. You will go through these steps in each lesson. Steps have a specific purpose within the lesson, and subproduct they are linked through smooth transition activities suggested in this guide.

Set

Do

Start

Share



Presentation for Teachers

Set

This section activates previous knowledge. Students will come into contact with the new language items (teaching points) by doing an activity that makes students notice them.

Start

This section includes a written or oral text which features the language items to be analyzed in the lesson. Students are thus encouraged to notice, compare, relate, distinguish, or examine the presented teaching point.

Do

This section is the pivotal point of each lesson because it is where the objectives of the lesson are brought forward. At this stage, students are guided to notice the specific teaching point of the lesson and to identify the principles that underlie it. Grammar appears in an assisted cycle from guided noticing to specific use.

Share

Students are presented with controlled or free practice activities to ensure their comprehension of the teaching point. In the end, students will collaborate and apply what they have learned.

Within the *Do* or *Share* stages, there is an activity labeled as *Process* which is linked directly to the first stage in the Final product section.

Also, **English Connect 1** has been written to take into account students' different learning needs. For this reason, each lesson contains activities that promote the development of competencies. These knowledge, attitudes, and skills are transferable to new situations, and students can learn and develop them in different ways and in a wide variety of learning environments.



Being real – Intercultural acknowledgment; local, national, and global citizenship skills.



Being a learner – Learning and thinking skills.



Being me – Introspection and self-awareness, emotional skills.

Final Products

The product is developed gradually in each lesson with activities that are actual steps and models (*Process*) for students to build up knowledge and skills they will reflect on (*Conclusion*) and finally consolidate when creating their own product (*Create*). A final product consists of a series of activities that develop cooperative learning, different learning styles, researching for information, and many other learning skills.


Components


Student's Book


Sections


- An *Introduction* that welcomes students and explains the general features of their Student's Books and how to use it.
- A *Starter lesson* to review, to level up or to diagnose the starting point of your students.
- Ten *modules*, each containing four lessons, a final product, and a self-assessment section.
- A *Glossary* that includes words in English and key vocabulary items.
- *Audio scripts* of the whole Class CD to support teaching purposes in class.
- A *List of Irregular Verbs* that learners can use as a reference.
- A *Bibliography* that offers a list of printed and online reference sites for learners to research.

Features

 **Chapter 10** The *Reader* icon suggests the moment where first and second readings of the corresponding chapter can happen.

 **p.170** The *Glossary* icon is found in some activities, and it indicates that students can go to a specific Glossary page to look up the meaning of new words contained in that specific activity.

 **03** The *Class CD* icon indicates when there is audio support to accompany the activity and the number of the track to play.

 The *portfolio* icon suggests activities that are useful to review the learners' performance and growth, and process activities that build up for the final product.

Reader

English.Connect Reader 1 is specifically designed to provide students with exciting and enjoyable stories that will help learners develop their reading comprehension strategies.

Communicative activities and social practices of the language in the Reader are closely related to those

developed in the Student's Book. You will find ten stories in the Reader. The stories present situations in familiar contexts giving you the opportunity to encourage students to personalize the situations and get involved with the stories and the characters. Learners have the opportunity to participate in meaningful reading experiences and to enjoy each story. These texts are divided into two types:

Narrative or fictional stories: original stories, songs, adaptations of classical literature that teach cultural and social values of both Mexico and English-speaking countries.

Informative texts: different informative texts including social studies and science that show various situations where the social practices of the language can occur based on a context.

The Reader also includes features that ensure the development of reading comprehension and word study strategies for two reading moments. Students will find key words noted at the bottom of each page. There are two glossary pages at the end of each story, too. The words are defined in English and have their abbreviated part of speech.

An activities section is included per chapter. It consists of two pages of reading activities to develop reading comprehension and word study strategies. It also includes audio activities when necessary.

Teacher's Guide

This teacher's guide provides step-by-step teaching notes on how to approach the material in the Student's Book. Each module of the Teacher's Guide mirrors the corresponding Student's Book sections, lessons and activities. There are two classes per lesson.

Class development

The lessons begin with a box which sets out the lesson's achievements and assessment recommendations before the lesson starts. The lesson notes follow the previously mentioned five-stage learning cycle and are divided into two classes.

1. **Beginning:** Each class starts with a lead-in activity. For the first class of the first lesson, the lead-in corresponds to the lead-in question in the Student's Book module cover. In the case of lessons 2 and 4, we suggest that the lead-in activities be two reading moments of the Reader chapter.
2. **Middle:** The lead-in is followed by the development of the Student's Book activities.
3. **End:** The first class ends with enjoyable class wrap-up activities. The second class deals with the production of language, so the wrap-up is the *Share* section and, particularly, the *Process* activities that are preliminary products that will articulate the knowledge and skills acquired by students to create a final product.

Sections

- A detailed *Presentation for Teachers* of the series and its components.
- A *Unit Planner* to help structure the classes throughout the school year. It lists the objectives of each lesson and specifies how to plan the class.
- *Assessment Guidelines* for the different types of evaluation forms proposed in the series.
- An *opener* per module to provide an overview of the social practices, communicative activities, achievements and goals to be developed in each module.
- Detailed teaching notes for each lesson of the Student's Book, as well as the *Answer Key* to all activities.
- Photocopiable *Assessment* tools after each module to perform continuous assessment on the development of the learners.
- Photocopiable *Exams* after each module to assess formal aspects of language.
- A *Bibliography for Teachers* which is a list of reference materials for teachers to complement the contents of this course.
- *Answer Keys* for the Reader activities and the *Exams*.
- An *ELT Glossary* of terms used in the teaching notes.
- *Audio Scripts* of all of the listening activities.
- A *Track List* of the Class CD with the complete list of all tracks, the component and the page where you find the activity so that it is easier to locate an excerpt from the audio.

Features

Lead-in

These *Reader Lead-in* boxes include two reading moments of the corresponding Reader chapter.



The *Being Real, Being a Learner* and *Being Me* boxes include notes for the open-ended questions from the Student's Book.



Language

The *Language* box includes explanations about the information in the Student's Book about the use of English to help you guide your students to conclude rules and concepts they are using to answer the activities.



Media Resources

This *Media Resources* box suggests when you can use the additional resources provided on the Class CD.

Teaching Tips

The *Teaching Tips* boxes contain suggestions, strategies, or useful information to help you with complicated concepts, to carry out the activities efficiently, to manage large classes, how to manage fast finishers, to prepare material for the final product in advance, etc.

Self-assessment page 89

The *Self-assessment* box includes instructions to complete the page. For in-depth information on self-assessment and how it is approached in this series, go to the *Assessment Guidelines* on page 09.

Class CD

The **English Connect Class CD1** includes:

1. Audio tracks for the Student's Book and Reader activities. These recordings are read by both native and non-native English speakers. The tracks are indicated in all three components: the Student's Book, the Reader, and the Teacher's Guide.
2. An introduction, the contents page, Class CD track list, and Read Me documents for you to understand how to use this material and how it relates to other components of the series.
3. Additional material: The *English Connect Class CD* contains all the audio material for the course plus additional material to provide further practice for your students. It can be played in CD players, computers, external CD players, computers, external CD players, etc.
 - a. *Communicative Expressions flashcards*. Eight sets of expressions and prompts to promote communication. Use the Communicative Expressions flashcards for productive activities, pair work or group work.
 - b. *Useful Vocabulary flashcards*. Ten flashcards containing useful English vocabulary for all levels. Use the Useful Vocabulary flashcards to review vocabulary from previous modules and school years.
 - c. *Posters*. One per module. They are designed for the needs of each module, but you can also use them independently of the Student's Book for activities aimed at other specific purposes that respond to the needs you detect in your students during monitoring and assessment.

How to access your Class CD

Additional resources

To run the CD, follow these steps:

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

Audio Tracks

Computer

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

CD player

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

Assessment Guidelines

Lesson planning


English Connect 1 is divided into ten modules that can be sorted out into three blocks. The material in this course is planned for 120 core hours that can be supplemented with content material provided in the Class CD additional resources. The Lesson planning provided in this book (pages 10-11) is only a suggestion or walkthrough of the material and its components (Student's Book and Reader). Nevertheless, it is the teacher's knowledge and assessment of the group that will trigger the necessary activities to get students involved in the learning process.

Diagnostic assessment

English Connect 1 includes a four-page Starter lesson to help you interact with students at an elementary level. Make as many notes as possible during the Starter lesson, promote interaction, and register all the information you need to plan the mid-term and long-term goals of your class.

Continuous assessment

This course has two primary continuous assessment threads designed for both gathering the evidence of the learners' work and progress and providing the teacher with assessment tools.

For the learner. Throughout the lessons, the portfolio icon  suggests activities that students can put in a portfolio binder for them to check their progress when the teacher deems it necessary. The icon also appears in the Process activities that are actual steps for the final product. The Process evidences become models and production stages where the skills and knowledge from the module articulate in the creation of a final product. After completing the Process, students will answer questions to self-assess their progress at this point to help the successful outcome of their final product.

For the teacher. The teacher's Assessment Tools will help you keep a record of both the students' progress and the global outcome of their performance. Assess students' outcomes by making one photocopy per student and filling them in according to the instructions and suggested criteria. Keeping score of each activity is suggested to give you an idea of how

well students are performing and which language skill has to be reinforced. You might build your portfolio binder or teaching diary using these tools.

Self-assessment section

Students can self-evaluate themselves when they are asked to reflect on their learning process after each lesson and the final product to see if they have acquired the abilities and knowledge practiced in a module. This is a very good opportunity to teach them responsibility for their own learning and motivate them to improve.

After completing a lesson, students are asked to go to the self-assessment page, where they will answer questions to identify what they should have learned and what they actually achieved. By the end of the module they will have answered all the questions and will have a register of their progress. To answer these questions guide students to look at their portfolio and Process activities and answer what they actually know at that point and recognize things they did not know before the lesson. Go around the classroom and monitor.

As the Create section of final product requires working with classmates to consolidate knowledge and skills together, there is a discussion in groups in the *Final product performance* of the Self-assessment section. Have them work together and monitor their discussion. Tell the class it is essential to be open to constructive criticism and listen to others with respect. Monitor their work but do not intervene unless learners find it difficult to be sensitive and respectful.

After the discussion, have students go back to their answers for the first four lessons and check if they have made some advances after their first assessment. Then have them identify the opportunity areas their answers indicate. After this reflection, ask students to think about actions they could start to improve these areas and to register them as objectives in their Set Goals section.

Exams

Use the tasks in the photocopyable Exams at the end of the module to globally assess student's comprehension of the newly acquired language. Use them to review issues, and as remedial work after analyzing students' strengths and weaknesses, after students have completed the corresponding modules.

Lesson Planner

Classes	Module	Lessons	Remarks
1-2	Starter		
3-4		1	
5-6		2	Chapter 1
7-8		3	
9-10	1	4	Chapter 1
11-12		Final Product	
13		Self-assessment	
14-15		1	
16-17		2	Chapter 2
18-19		3	
20-21	2	4	Chapter 2
22-23		Final Product	
24		Self-assessment	
25-26		1	
27-28		2	Chapter 3
29-30		3	
31-32	3	4	Chapter 3
33-34		Final Product	
35		Self-assessment	
36	Assessment Tool and / or Exam		
37	Block 1 - Feedback session		
38-39		1	
40-41		2	Chapter 4
42-43		3	
44-45	4	4	Chapter 4
46-47		Final Product	
48		Self-assessment	
49-50		1	
51-52		2	Chapter 5
53-54		3	
55-56	5	4	Chapter 5
57-58		Final Product	
59		Self-assessment	
60-61		1	
62-63		2	Chapter 6
64-65		3	
66-67	6	4	Chapter 6
68-69		Final Product	
70		Self-assessment	
71	Assessment Tool and / or Exam		
72	Block 2 - Feedback session		

Classes	Module	Lessons	Remarks
73-74		1	
75-76		2	Chapter 7
77-78		3	
79-80	7	4	Chapter 7
81-82		Final Product	
83		Self-assessment	
84-85		1	
86-87		2	Chapter 8
88-89		3	
90-91	8	4	Chapter 8
92-93		Final Product	
94		Self-assessment	
95-96		1	
97-98		2	Chapter 9
99-100		3	
101-102	9	4	Chapter 9
103-104		Final Product	
105		Self-assessment	
106-107		1	
108-109		2	Chapter 10
110-111		3	
112-113	10	4	Chapter 10
114-115		Final Product	
116		Self-assessment	
117	Assessment Tool and / or Exam		
118	Block 3 - Feedback session		
119-120	End of the year closing and feedback		

pages 6-9

Class 1

Lead-in

The first day of class is one of the most critical days for teachers and students. It will set the tone for the rest of the school year. You need to make sure students feel motivated to learn English.

- Introduce yourself to the class and ask students their names. Bring name cards for the students, or prepare a seating chart to place on the wall. Go through the class rules such as in-class behavior, homework, etc. You will need to set the tone of the course on the first day. Be yourself and show students that you are in charge, but get them involved in setting the rules. Remember to start setting together with the students' learning goals too.

Set

- 1 • **Work in small groups. Introduce yourself and discuss the questions.**

Bring in some things to class that have information about you (your ID, pictures of activities you like, etc.). Divide the class in groups of three. Give each group different things and tell them to work together to discuss what you are like as a person. Have them brainstorm ideas in their notebooks. Let them speak in their mother tongue, but encourage them to speak in English as much as they can. Ask them to tell you their conclusions after five minutes.

Ask the learners to open their Student's Book on page 6. Ask a volunteer to read the instructions and questions. Let the students discuss the questions and elicit answers as a class.

Start

- 2 • **Read a student's notes about himself. Decide if the statements on page 7 are True or False.**

Write on the board: *I like...*, *I don't like...* Ask students: *What do you like to do on the weekends?* Elicit answers

and write them on the board. Do the same about dislikes. Have a volunteer read the instructions and make sure what students know what they have to do. Read the statements out loud and clarify their meaning. Have other volunteers read the text out loud and elicit vocabulary questions. Write new vocabulary words on the board. Let students answer if the statements are *True* or *False*. Elicit answers.

Answers: a. F b. T c. F d. T e. F f. F

- 3 • **Read the text in Activity 2 again. Find sentences in the text to complete the organizer.**

Divide the class in pairs. Have them read out loud the text in Activity 2 again. Refer their attention to the organizer on page 7. Have learners go back to the text and find the sentences that include the words from the organizer. Let them do the task. Draw a similar organizer on the board and elicit answers from the class.

Answers: **love:** He loves soccer. I love going to the park on my bike. I love math! **like:** I like playing soccer. I like English. **don't like:** I don't like TV that much except when I play videogames. I don't like washing the dishes. **don't mind:** I don't mind helping in the kitchen. I don't mind other subjects. **hate:** I hate spiders and I also hate watching TV programs about insects.

Language

To help learners perform the next activity, read out the information in the Language box and write the verbs *love*, *like*, *hate* and *don't like* on the board. Model examples about yourself and write them on the board. Elicit more examples from volunteers.

- 4 • **Work in pairs. Discuss what you like or don't like. Divide the class in pairs.**

Using the sentences in the organizer from Activity 3 as a model, have students share with their partner their likes and dislikes. Monitor as they perform the task.

Wrap-up

Have learners draw a similar organizer in their notebook and ask them to complete it using the information from Activity 4. While they do this activity, write notes in your teaching journal about the outcomes of this first class. Ask students to bring color pencils or markers, pictures of their family and friends, magazines, flipchart paper, scissors, and glue to the next class.

Class 2

Lead-in

Greet the class. Divide them into big groups. Tell them they are going to play a presentation game. One student starts by saying: *My name is...* The next student continues naming the first person and then themselves. For example: *His name is... and my name is...* and so on.

Do

5 Complete the mind map with words or phrases that describe yourself.

Ask learners to open their Student's Book on page 7. Explain that they have to complete the map using information about themselves. Start by asking students questions about themselves and write their answers (key words) on the board. If they answer to you in their mother tongue, write the word in English on the board. Have students do the task by themselves using the key words from the board. Monitor and help.

6 Write sentences about yourself using the information from Activities 4 and 5.

Divide the class into pairs. Have students share their maps from Activity 5. Ask them to write sentences using the information from the map. Elicit some sentences from the class and write them on the board. Read the note on the Language box and remind them they can use *I want to* and a verb to express plans for the future (e.g. *I want to be a doctor*). Promote peer feedback.



Ask for a volunteer to read the question in the Being a learner box. Ask learners if using the map to gather information was useful or if they preferred to write complete sentences and notes like in Activity 6. Explain that different people have different strategies to organize their ideas. It is essential learners discover what their learning style is.



Share

7 You are going to make a collage on a construction paper about yourself to introduce yourself to your classmates. Follow the instructions.

Ask students to take out the material they brought to class. Explain that they will make a collage about themselves using the sentences from Activity 6 and the realia they brought to class. Have them first plan the process and then do the task.

8 Work in groups of four. Introduce yourself using your collage.

Divide the class into groups of four. Have the learners present themselves using the collage. Model the presentation before they start. Monitor as they work.

After this first lesson it is important that you assess the students' starting point and get them involved in the planning of their learning goals. Make notes and use them to plan what strategies to use. Use the portfolio binder to have students monitor and report on progress made. This information will help them define or develop new goals.



While they perform Activity 8, make notes on students' attitudes during the presentation. Include the many strategies the learners used while listening to their peers introduce themselves (e.g., not speaking, paying attention, keeping eye contact, etc.). Ask the questions in the Being me box. Point out that they were using real listening skills like the ones on the board. Praise students for being nice to each other.



Module 1

Lesson	Achievements	Contents
1	Listen to and revise dialogues about community services.	<ul style="list-style-type: none">• Recognize topic, purpose and intended audience.• Detect contextual clues (e.g., Background noise, relationship of speakers, etc.)• Identify form of communication (face to face or long-distance interaction).• Distinguish intonation and attitude.• Recognize speakers' actions that support meaning (e.g., Adjusting volume, paraphrasing, making questions, etc.).• Notice language register.• Exchange experiences.
2	Get the general sense and main ideas.	<ul style="list-style-type: none">• Activate previous knowledge.• Anticipate general sense.• Clarify the meaning of words and expressions.• Distinguish the composition of expressions: types of sentences and modal verbs.• Detect key words.• Assess the use of own strategies.
3	Get the general sense and the main ideas. Exchange information about community services.	<ul style="list-style-type: none">• Activate previous knowledge.• Anticipate general sense.• Determine the structure of dialogues: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.).• Assess the use of own strategies.• Select appropriate repertoires of words and expressions.• Determine language register according to intended audience.• Include relevant details and interesting information.• Formulate and respond questions to ask for and give information.• Consult notes to remember information that is necessary to know.
4	Exchange information about community services.	<ul style="list-style-type: none">• Identify use of words and expressions that contain ideas (e.g., <i>If, then, and, because, etc.</i>).• Select appropriate repertoires of words and expressions.• Determine language register according to intended audience.• Fluently take turns to speak.• Include relevant details and interesting information.• Formulate and respond questions to ask for and give information.• Consult notes to remember information that is necessary to know.• Confidently and appropriately participate in brief dialogues.• Monitor their progress regarding an initial point.

Social Learning
Environment

Family and community

Social practice

Communicative activity

Student's Book pages 11-13

Learners will ...

...listen to and revise dialogues about community services.

You will ...

...offer your students a variety of activities with which they can:

- recognize topic, purpose and intended audience.
- detect contextual clues (e.g., *background noise*, *relationship of speakers*, etc.)
- identify forms of communication (face to face or long-distance interaction).
- distinguish intonation and attitude.

- recognize speakers' actions that support meaning (e.g., adjusting volume, paraphrasing, making questions, etc.).
- notice language register.
- exchange experiences.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 25.
- Use the Assessment Tool on page 27 of this guide to assess students' performance throughout the module.

Materials:

Construction paper cards

Class 1

Lead-in

Put students in small groups and give them time to familiarize themselves with the book. Ask them questions like: *What sections does your book have? Where is the Glossary?* Go through the Contents table together. Write the lead-in question from page 10 on the board. Draw their attention to the phrase "community services" and elicit the services learners know of or have heard about in their town. Make a list on the board. Arrange the class in small groups of three or four learners. Ask them to discuss the question. To demonstrate the activity, you can share your own answer with the class. Go around the classroom to monitor their work and help with any vocabulary they need. Then, elicit their ideas as a class.

them describe what they see and predict what places are shown in the pictures. Ask: *What can you see? I can see some kids with their backpacks. Where do you think they are? At school. Do they need an ID card for school? Yes. Do the same with the rest of the pictures. Tell students that an ID or identification card contains your picture and personal information. Other examples of ID cards are driver's license or voter's card. Elicit their answers. Arrange the class in pairs, and go around the classroom while they work. Then, elicit their answers as a class.*

Suggested answers: a. Most learners have a student ID card. b. You can use it to support identity not only for school purposes. Learners can also use it to get in museums for free, get a discount or pay reduced transport fares.

Set

1. **Work with a partner. Name the places. Then answer the questions.**

This stage will enable learners to activate previous knowledge about services and any language they know related to the context of the lesson. Have students open their books to page 11. Point to the pictures. Have

Start

2. **Listen to the conversation. Check (✓) the best answer.**

In this stage, learners will be guided to notice language features but also social and cultural aspects that can affect the use of the language. Have student's open their books to page 11. Draw learners' attention to the photo. Ask: *What do you think is happening? Do you think*

the boy in the photo is angry or happy? Why? Elicit their answers. Then explain they are going to listen to a conversation between a boy and a secretary and confirm the previous questions. *Is the boy angry? Yes he is. Why? He lost his ID card.* Allow learners to read the questions and options in silence. Elicit their answers. Play the CD one more time and have students select the most appropriate answers individually. Then, they can compare answers in pairs. Play the recording again if necessary. Elicit answers as a class.

Answers: a. They are at school. b. Because he wants a new ID card. c. Frustrated but polite.



Ask learners if they have ever been in a similar situation to the one in the conversation in Activity 2. Ask them how socially acceptable his reaction was and elicit their ideas. Draw learners' attention to the box. Say: *We can get frustrated when we experience situations we cannot control. When we are in these situations, we need to learn to control our emotions and adopt a positive attitude. If we do this, people will help us.* Alternatively, write these sentences on the board and ask learners to read them. Ask learners to discuss the questions in small groups. Allow them to work independently while you go around the classroom monitoring their work. You may need to help them with unknown vocabulary to convey their ideas. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

3 Listen to the conversation again. Match the questions to their answers.

Tell learners they are going to listen to the conversation again but this time to focus on the questions and answers. Ask learners to read them to get familiarized with the language and recognize them within the conversation. Ask some three volunteer students to come to the front in a row and ask them the first question, so each of them come up with a different answer: *What's your last name? Garcia, Romero, Perez.* Do the same with the rest of the questions and

with three different students each time. Play the CD and have students do the task. Allow learners to compare their answers in pairs before checking with the class. Play the recording again if necessary. Alternatively, you can elicit answers orally.

Answers: a. 3 b. 7 c. 4 d. 1 e. 5 f. 6 g. 2

Wrap-up

Have learners take turns to act out the conversation in Activity 2. Refer them to the audio script on page 11. Ask them to focus on the tone of their voice when asking and answering questions to show the speakers' attitude. To do this, you can demonstrate the activity with a learner. Go around and monitor.

Teaching Tips

Write on construction paper cards each of the questions learners learned in this class (*What's your name, What's your last name?, What's your date of birth?, Where were you born? What's your address, What's your zip code?*) and bring them for the next class.

Class 2

Lead-in

Arrange the class in groups depending on the number of learners. You may decide to group them as they are seating in rows or rearrange chairs to form groups of four or five. Draw a hangman on the board and elicit the rules (teams take turns to pick a letter from the alphabet until they guess the word or phrase). The first team guessing the word or phrase gets a point. To activate the language, learners will be using in this class, use the following words: *birth, address, zip code*; or phrases such as: *date of birth, say that again.*

4 Listen and repeat. Pay attention to the intonation on the recording by following the direction of the arrows.

Have students open their Student's Books to page 12.

Lesson 1

Before you give instructions for this activity, write the two examples on the board. Model the question and elicit the type of intonation (rising or rising-falling). Then, tell them they will listen to the questions to practice saying the questions out loud by following the direction of the arrows; rising the voice like the arrow going up or rising it and letting it drop like the other arrow. Alternatively, have students put their thumbs up for the raising questions and down for the raising-falling intonation. Pause the track after each question to help learners identify the pattern and practice.



Have learners tell you which of the questions in Activity 4 we can use to clarify the meaning of something or to have people repeat what he or she said because we didn't pay attention or understood. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Do

5 Complete the dialogue with questions from Activity 4.

Draw learners' attention to the example and ask them to complete the questions. Then, ask learners to compare answers in pairs. Have students act out the conversation in pairs. You can model the role play with two volunteer students.

Answers: a. your last name? b. what's your name? c. What's your date of birth? d. When were you born? e. your f. Can you say that g. What do you h. Do you know

6 Work with a partner. Take turns asking and answering questions from Activities 4 and 5 to complete the student ID card. Use the personal information from the box.

This activity will tell you how well learners can cope with the elements from previous activities. Arrange the class in pairs. Draw learners' attention to the box with words/phrases. Ask: *Is the ID card of a boy or a girl? It is the ID of a boy. How do you know? Because it says Daniel.*

Ask learners to look at the school ID card and the blank spaces, elicit the questions they need to use. Have students notice the use of **his** in all questions. Say *What's his name? What's his last name? What's his address?, etc.?*

Answers: a. Secundaria Técnica del Bajío
b. González Gómez c. Daniel d. 27/04/2003
e. 14 f. León g. 477 78 92 45 h. 264
i. Independencia Street j. 37207 k. León

Share

7 PROCESS Work in pairs. Interview your partner to complete a new student ID card on page 23.

Explain to the class that for each module, they will prepare a product that will be developed step by step in each lesson. Tell the class that the product for this module is Role-playing a dialogue at a community service. Elicit what type of community services they can find in their city or town. Then, draw their attention to the student ID card on this page. Ask them to go to page 23 where they will find a similar ID card. Tell the class they will take turns to ask and answer questions to complete the card with their personal information. Write a yes / no question and a wh-question on the board. Have students notice that, as they are going to use their personal information, they will be using the possessive adjective *your* in all questions. Model the activity with a volunteer. Say *What's your name?, What's the name of your school? Etc.*

Have learners work in pairs. Ask several learners to introduce their classmates briefly. Remind them to use *his* or *her* accordingly.

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

Teaching Tips

Paste the cards with the conversation questions you prepared in advance, facing down on the board. Have a volunteer go to the front and open up one card. Have the student answer that question using *his* or *her* personal information.

Tell your learners to go to the Self-assessment on page 25 and answer the questions for Lesson 1.

Student's Book

Learners will ...

...get the general sense and main ideas.

You will ...

...guide your students for them to be able to:

- activate previous knowledge.
- anticipate general sense.
- clarify the meaning of words and expressions.
- distinguish the composition of expressions: types of sentences and modal verbs.
- detect key words.
- assess the use of their own strategies.

Assessment

- Have students evaluate themselves by answering the self-assessment section in the student's book on page 25.
- Use the assessment tool on page 27 of this guide to assess students' performance throughout the module.

Materials:

Color pencils or markers

Class 1

Reader - Community Unity




First Reading

Put learners in pairs. Ask them to open their

Readers to the cover pages 4-5. Draw learners' attention to the illustration or photos in it, and elicit what they think the text is about. Encourage students to use English. Read the activation question out loud and have them discuss it. Monitor. Elicit answers and write them on the board. Ask them to read the chapter. Have them answer the First Reading activities. Monitor and help.

Set

1  **04** Work with a partner. Listen to the sounds and match them to a public service.

Write a-d in the boxes.

Remember that the purpose of this stage is to activate any previous knowledge learners may have and that may help them go through each stage and activity. Have students open their Student's Books to page 14. Draw learners' attention to the photos. Ask learners to think of sounds they can hear in these places. Then, tell them they will listen to different sounds to identify the community service where these can be heard. Play the CD to have learners do the matching activity. Play the recording again, pausing it to elicit their answers.

Answers: a. police service b. health care center c. public transportation d. waste collection

2 Work with a partner. What do public services do for us? Write a public service from Activity 1 in the correct space.

Divide the board into 4 columns and write the words *public transportation*, *waste collection*, *health care center*, *police service*.

Have different students come to the board and write the words you say under the correct column. Introduce the meaning of each word by miming the actions or drawing pictures. Say *subway*, *bus*, *taxi* (*public transportation*), *hospital*, *clinic*, *medical center* (*health care center*) *garbage truck*, *garbage collector*, *sweeper* (*waste collection*) *police patrol*, *police officer*, *police headquarters* (*police service*).

Ask students to match the public services with their definition. Check as a class. Ask learners to copy this activity and illustrate it either with cut-outs or drawings, and keep their work in their portfolio binder.

Answers: a. Waste collection b. Public transportation c. Health care center d. Police service

Lesson 2

Start

3 105 Listen to the conversation. Circle True or False.

In this stage, learners are introduced to the language they will focus on later. To facilitate listening comprehension, check the following words: injury, hurt, scratch, fill out and borrow. Then, tell learners they will listen to a conversation to decide if the statements are true or false. This activity focuses on specific details. Tell learners to identify specific words. Let learners read the statements. Play the CD and ask *Where are they? What happens? Who is hurt?* Elicit answers. Play the CD again and have them decide if the statements are true or false. Play the CD a third time for students to check. Then ask students to compare their answers in pairs.

Answers: a. False b. True c. False
d. True e. False

4 105 Listen to the conversation again. Match the expressions to the speaker's intention.

Draw learners' attention to the questions on the left. Tell them they will listen to the conversation again but this time they will focus on the speaker's intention when asking the questions. Before playing the CD, model each question miming the corresponding actions with the correct intonation (take a pen from a student's desk) as you ask *May I borrow this pen?* Have the student answer Yes or No. Have different volunteers to role play the questions as you did.

Answers: a. 2 b. 3 c. 1



Arrange the class in small groups to discuss the questions in the box. Have them think strategies they used while listening to identify relevant information: listen to key words, pay attention to questions asked and answered by the speakers, take notes, use context to infer the meaning of a word. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Wrap-up

Arrange learners in small groups to discuss these questions: *Have you or someone you know ever been in a similar situation to the one in the conversation? If so, when and what happened?* Monitor their work. Take notes on the language they produce. Ask learners to share their ideas with the class. Then, use your notes to give feedback on the language: write the language they produced on the board and ask learners to identify mistakes. Elicit corrections with the class.

Lead-in

On the board, make a table with three columns with these headings: *waste collection, police service, health care center*. Group learners in small groups and ask them to discuss briefly about the services on the board, e.g., what services they provide, the people who work there and the sounds you can hear, then elicit ideas from the group and write an example under each category on the board.

5 106 Work in pairs. Listen to the conversation and answer the questions.

Have students open their Student's Books to page 15. Tell learners they will listen to a conversation associated to a public service. Ask them to read the questions in silence to anticipate the type of information they may hear. Play the CD once and ask: *How do people in the conversation sound? Are they nervous, worried, etc? Why?* Elicit answers. Play the CD again and have students answer individually. Then, ask them to compare their answers in pairs. Elicit answers as a class.

Answers: a. A police officer and a citizen (a man). b. The police officer is at the station (Second District Station) and the man is outside his house. c. The man needs help: he came back from work and his front window is broken. d. He thinks someone might be inside. e. He believes his dog is missing and could be hurt somewhere. f. He might be worried. g. Because he sounds nervous.

6 Listen to the conversation again and complete the sentences with modal verbs from the box.

Explain to students that a modal is a type of auxiliary (helping) verb that is used to express: ability, possibility, make and offer or a request. Write the following examples on the board: *May I go to the bathroom?* *Can I help you?* *I could go to the party.* *I might be late for school.* Have different students come to the front and underline the modal verb in each example. Elicit from them the function of each: *May* (request), *Can* (make an offer), *Might* and *Could* (express possibility). Tell the class they will listen to the conversation again, but now they will focus on specific questions or statements. Draw their attention to the examples and ask them to read them in silence before you play the CD. Tell them it will be useful to identify the speaker's intention to select a modal verb in the box. Play the CD for learners to answer. Elicit answers with the class.

Answers: a. can b. might c. could d. may



Draw learners' attention to the box. Ask them to discuss the questions in the box using their answers in Activity 6. Monitor their work. Help if learners find it difficult to reflect on the use of modals. To check, write the examples in Activity 6 on the board. We use *may*, *can* and *could* to ask for something or make a request. We use *can*, *may*, *might* or *could* to express possibility. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



Write the word *modals* on the board. Ask learners what they are useful for. Draw learners' attention to the box. Ask them to read about modals and tell you if they thought the same. Ask for some examples.

Do

7 Complete the conversation using the modal verbs from Activity 6.

For this activity allow learners to work individually. Tell the class they are now going to fill in the gaps in a short conversation using a modal verb. Ask them to first read the conversation to get the general idea and identify the speaker's intention. Refer students to the Glossary on page 170 to clarify the meaning of words. Then, ask them to complete the conversation. Go around the classroom while learners do the activity individually. Have learners compare their answers in pairs. Elicit answers with the class.

Answers: a. can b. could c. may/can
d. might e. can/may f. can

Share

8 Work in pairs. Read the conversation in Activity 7 again and answer the questions in your notebook.

Arrange the class in pairs. Ask them to read the conversation in Activity 7 and answer the questions. Let them notice that the questions listed are very similar to those they've answered in previous activities. Let them work in pairs while you go around the classroom to monitor their work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

9 PROCESS Write on page 23 the questions that helped you answer the questions c and d in Activity 8.

Review learners the product for this module: Role-playing a dialogue at a community service. Then, ask the class to go to page 23. Let learners continue working with a partner to write down the questions they have identified in the dialogue in Activity 7. Ask them to write other questions they can use in dialogues at a community service. Go around the classroom and monitor their work. To check, ask learners to compare their questions with another pair. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 25 and answer the questions for Lesson 2.

Student's Book pages 27-31

Learners will ...

- ...get the general sense and the main ideas.
- ...exchange information about community services.

You will ...

- ...provide information and help students to learn how to:
 - activate previous knowledge.
 - anticipate general sense.
 - determine the structure of dialogues: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.).
 - assess the use of own strategies.
 - select appropriate repertoires of words and expressions.

- determine language register according to intended audience.
- include relevant details and interesting information.
- formulate and respond questions to ask for and give information.
- consult notes to remember information that is necessary to know.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 25.
- Use the Assessment Tool on page 27 of this guide to assess students' performance throughout the module.

Class 1


Lead-in

Write the following words on the board: *flyers, brochures, pamphlets, posters, bulletin boards, advertisements*. Ask learners if they have ever seen any of these used by public services. Elicit from learners what they are used for (to reach the community and offer their services, for example).

Set**1 Look at the picture. Discuss with a partner.**


Have students open their Student's Books to page 17. Draw their attention to the picture and ask them what they can see. Ask *Who are they? Where are they? Is the first time they see each other? How do you know?* Elicit answers *A group of kids, a librarian and a girl; in a library, Yes, because she is asking for information.* Ask learners to look at the questions they will discuss in pairs. Ask them to work with a partner to answer the questions. Then, allow learners to compare answers with another pair or learners before checking with the class

Answers: a. No, they don't. b. In a library.
c. Answers will vary.

2  Listen to the first part of the conversation and check your answers from Activity 1. Share with the class.

Tell learners they will listen to the first part of the conversation to check their answers to the questions in Activity 1. Play Part 1 of the track once and ask learners to compare their findings in pairs. Ask learners if they need to listen to the conversation again before eliciting answers. If not, check answers with the class.

Answers: a. No, they don't. b. In a library.
c. How to join the library to borrow books (in this case, about frogs).

Start**3  Listen to the second part of the conversation. Complete the flyer with the information you hear.**

Draw learners' attention to the flyer. Have students tell you what the purpose of a flyer is and where they can see it (to promote an event, give information about a service, at schools, sports clubs, cultural centers, etc.). Tell learners they will listen to the second part of the conversation and complete the missing information. Ask learners to read the flyer very quickly to anticipate the information they may hear. Elicit some ideas. Refer

students to the Glossary on page 170 to clarify the meaning of words. Ask *What type of services can we find in a library?* Provide some examples *free internet, book loans, reading clubs, computer courses, etc.* Play the CD. Allow some time for students to do the task. Play the CD again and have them check their answers. Then ask *What services does Morelos Public library offer? What other services does it have? What are the opening hours?* Have volunteer students answer. Write the answers on the board.

Answers: a. our collections b. Computer
c. Free d. talks e. Saturday f. 7

Wrap-up

Arrange the class in groups of three or four. Then, draw learners' attention to the flyer and services offered. Write these questions on the board: *Would you like to join the library? Why? Why not? What services do you find useful? Which courses would you like to take and why? Who else in your family or group of friends might want to join? Why?* Ask learners to discuss the questions. Go around the classroom and monitor their work. You can take notes on the language they produce to give some feedback on the language after giving some feedback on the activity. Ask learners to share their ideas with the class. Then, write five to seven samples on the board (the language they produced) and ask learners to identify mistakes. Elicit correction with the class.

Class 2

Lead-in

Greet the class and show learners the flyer in Activity 3 with books closed. Elicit any information learners remember about the conversation between the girl and the librarian. Ask them if the girl was polite with the librarian and the general tone of the conversation. Ask them if the language in the conversation was appropriate or not.

4 Listen and underline the phrases you hear. Identify which expression sounds more polite (MP).

Have students open their Student's Books to page 18. Have them notice expressions in each column. Have volunteer students read them out loud. Ask *Where do you hear expressions to offer help?* At restaurants, shops, reception desks, etc. *Where or when do you use expressions to ask for information?* At sports or cultural centers (to get information about an activity), at department stores, (when buying things), etc. Do the same with the expressions to give information. Play the CD and have students underline the expression they hear in the conversation.

Play the CD again and ask learners to compare their answers in pairs. Then, ask them to work in pairs to discuss which of the two expressions in each column is more polite.

Answers: Underlined: b b a b b
More polite: b b a b b



Arrange the class in small groups and ask them to discuss the question in the box. They will identify the options in the first and last boxes but encourage them to add any other expressions they know. Ask them to identify which expressions are more polite. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.


Do

5 Complete the dialogue using expressions from Activity 4.

For this activity, ask learners to work individually to complete the gaps in the conversation with an appropriate expression from Activity 4. Make sure learners also identify the degree of politeness to complete the conversation appropriately. Go around the classroom monitoring their work. Ask learners to compare their answers in pairs before eliciting answers with the class. Alternatively, have students act out the conversation.

Lesson 3

Answers: a. Hello b. can I c. I'd like d. You need to bring e. Thank you again!

6  **PROCESS** Work in pairs. Complete the organizer on page 24 with a dialogue about the services at a public library. Follow the instructions.

Explain to the class that this activity will help them develop their final product: Role-playing a dialogue at a community service. Ask learners to go to page 24 where they will find a similar format to organize the questions and answers in a dialogue. Copy the graphic organizer on the board to demonstrate the activity later. Draw their attention to the instructions and read them with the class. Then, ask them to look again at the flyer in Activity 3 on page 17. Ask them to imagine they are going to ask a librarian about the services and courses at the Morelos Public Library. Draw their attention to the format you previously copied on the board and tell them that Student A is the librarian and Student B the person asking for information. Ask *How can we offer help?* Have students use the expressions in Activity 4: *Can I help you? Do you need some help? How can I help you?* Elicit from students expressions to ask for and give information and to end a conversation.

Give learners time to write questions and answers to create a dialogue. Ask them to check if their dialogue has an opening, a body, and a closing. Monitor their work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

larger groups (of six to eight learners each) and ask them to present their dialogue to their group. To give feedback, ask two or three learners to report the information they asked. Then, write five to seven samples of the language they produced on the board for learners to identify mistakes and correct them. To do this, you can elicit correction as a whole-class activity.

Teaching Tips

For next class, prepare some street signs that express prohibition such as NO parking, NO photos, NO cellphones, NO food, NO running.

Tell your learners to go to the Self-assessment on page 25 and answer the questions for Lesson 3.

Media Resources

Print or photocopy the *Asking for and giving information*. Useful Vocabulary flashcards for students to plan their conversation. Give each pair a set of flashcards.

Share

7 Rehearse the dialogue and present it to the class. Remember to speak slowly, clearly, and confidently.

Let learners rehearse and then present their dialogue to the class. Alternatively, you can arrange the class in

Learning Objectives

Learners will ...

- understand the general sense and main ideas.
- exchange information about community services.

You will ...

- provide information and help students to learn how to:
 - identify use of words and expressions that contain the prefix *re-* (e.g. *redo, reuse, reuse*, etc.).
 - select appropriate repertoires of words and expressions.
 - determine language register according to intended audience.
 - fluently take turns to speak.
 - include relevant details and interesting information.

- formulate and respond questions to ask for and give information.
- consult notes to remember information that is necessary to know.
- confidently and appropriately participate in brief dialogues.
- monitor their progress regarding an initial point.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 25.
- Use the Assessment Tool on page 27 of this guide to assess students' performance throughout the module.

Materials:

Street signs



Reader – Community Unity



Second Reading

Explain to students that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud and monitor as learners perform the task. Let them compare their answers with a classmate. Have volunteers say the answers out loud.



1 Work with a partner. Look at the pictures of natural or man-made disasters. Discuss what you can do in each situation.

Arrange the class in groups of three or four for this activity. Draw learners' attention to the illustrations and ask them to discuss which ones are natural and which are man-made disasters.

Ask students if they have been in a situation like these. Ask: Have you ever been in an earthquake, car accident, fire or tornado? Yes, last time there was an earthquake, how did you feel? What happened?

Discuss as a class which of these events can be

prevented and what can we do in case of an emergency like that. *If there is an earthquake, go out of the place where you are and reach a safety point.*

Answers: Natural disasters: earthquake, volcanic eruption, hurricane, flood.

Man-made disasters: car accident, house fire.



Encourage students to answer the questions in the box. Then have them share their experience with their peers not only for class purposes but also to promote collaboration. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Start

2 You will hear a radio talk show. Listen and check (✓) the statements that are true.

Let learners they will listen to a radio talk show. If the concept of radio talk show is not familiar, explain these are radio programs in which a host and a guest talk about any relevant topic depending on the type of

Lesson 4

radio show and listeners' interests. Play the CD and elicit from students the general idea of the show. *What's the show about?* Provide some options for students to answer: *car accidents, a fire, floods, etc.* Elicit the correct answer: *a fire.* Have students look at the statements and check the ones that are true. Play the CD again and have students do the task. Then check answers as a class.


Answers: c

3 Listen again and complete the missing information. Look at the example.

Learners will listen to focus on more specific information. Draw learners' attention to the pamphlet. Ask them to read the text before playing the CD and anticipate the information they may listen. Tell students to take notes as they listen, focus on keywords and facts and use context to infer the meaning of unknown words. Play the CD once and have students take notes on facts or keywords. Play the CD again to have learners complete the pamphlet. Ask them to compare their answers in pairs before checking with the class.

Answers: a. family b. passports c. birth certificates d. numbers e. clean water f. important documents g. bag

4 Look at these sentences and answer the questions below.

Write the words: *must, must not, have to, and should* on the board. Explain that modals *must* and *have to* are used to express an obligation. Provide examples *At school, students have to wear a uniform. You must arrive at school on time.* Tell students that the difference between these two is that *must* is more personal and *have to* imposed by others, in this case, the school. Continue with the modal *must not* that expresses prohibition. Place the street signs you prepared in advanced on the board and elicit the places where they can see that sign. Say *If you see this sign  it means you must not park in here.* Do the same with the rest of the signs and write the sentences under each picture. Explain that we use *should* to give advice. Say *If you have*

a headache, you should take some aspirin. Have students answer the questions. Check answers as a class.

Answers: a. You must have a plan; You must not forget important documents; You have to prepare a fire survival kit; It has to include blankets and important documents. b. You should store your family's numbers in your cellphone, and memorize them.

Language

Write the words *modals of obligation* on the board. Ask learners what they are useful for. Draw learners' attention to the box. Ask them to read about modals of obligation and tell you if they thought the same. Ask for some examples.

Wrap-up

Have learners work in groups of three or four to give their opinion about the suggestions on the pamphlet. Then, ask them to discuss if the plan can be used for other type of disasters from Activity 1. You can take notes on the language they produce to give them some feedback after the activity. Ask learners to share their ideas with the class. Then, write five to seven samples on the board. Elicit correction with the class.

Class 2

Lead-in

Arrange the class in groups of three or four. Ask learners to make a list of measures they can take to be prepared for disasters. Then, rearrange the class in larger groups to share their ideas and decide when these actions can be taken. Example: *keep important documents in a safe place – earthquake, volcanic eruption, house fire.* Monitor their work. Elicit their ideas with the class.

5 Complete the following sentences with modal verbs (must, have to, should) or an appropriate connector (and, because).

Have students open their Student's Books to page 21. Remind them the use of the modal verbs *must* and *have to* to express obligation, *must not* to express prohibition and *should* to give advice. Write on the board: *In the case of an earthquake you take the elevator.* Elicit the answer (*must not*). Explain to students that if they take the elevator they will be in danger. Write more examples for students to complete.

Ask students to complete the sentences. Elicit answers orally. Finally, ask learners to write two more suggestions/obligations.

Answers: a. must / and b. have to/because
c. should

6 Work in pairs. Choose a public service for a role play. Complete the cards with information about the service.

In this stage students practice using the language and the strategies developed in the lesson.

Choose a public service (*subway*). Draw a spider graphic organizer with what the service *has* to offer, what the people using it *should* do and what people offering the service *must* do. Encourage students to come up with ideas to complete the organizer. Ask *What does the subway has to offer? It has to offer cheap fares, and cover different routes. What should people do when using the subway? They should wait for people to come out before entering the wagon. What must a subway driver do? He must open and close the doors.* Have students complete the cards in pairs. Help them if necessary. Finally, have students share their work.

Answers may vary.

7 Work in pairs. Write the phrases you are going to use in your role-play.


Have learners work in pairs. Model the activity with the subway. Tell them to imagine they are going to ask for the services the subway has to offer (routes, commuting stations, student discount, handicapped facilities, etc.).

On the board, write questions to offer help (*How can I help you?*), make a request (*Can you tell me how to get a student discount?*), express possibility (*You can get a student discount if you bring your school ID.*), make a request again (*Can you fill out this form?*), and ask for permission (*Sure, Can I use your pen?*). Have students write the questions for student A and B. Tell students they can use the ones on the board as a model.

Ask learners to write questions for each category. Encourage learners to check previous lessons. Monitor. Help learners when necessary.

Answers may vary.

Share

8  PROCESS Follow the instructions to role-play the dialogue on page 24.

Remind learners of the product for this module: Role-playing a dialogue at a community service. Ask them to go to page 24 and draw their attention to the steps suggested. Ask learners to read them in silence and check understanding. Then, ask them to continue working in pairs and decide who will start the conversation. Have learners perform the conversation twice so that they exchange roles. Monitor their work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.



Use the box as a reminder of the language learners can use or exploit when preparing the conversation in Activity 8. Remind learners that knowledge can be integrated and used to write and then role-play a conversation. Ask them to go back to Lessons 1, 2, and 3, and check if there are any other expressions they can use. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 25 and answer the questions for Lesson 4.

Materials: Props to use while role-playing the conversation.

1 By this stage, learners will have interviewed a classmate to ask and answer questions about personal information and fill in an ID card. Ask the class which questions they can use to ask for personal information. Elicit some questions and write them on the board. Then, arrange the class in pairs and ask them to prepare a list of useful questions in their notebooks. Go around the classroom to monitor and help learners if necessary. To check, have learners compare their list with another pair of students.

2 By now, learners have already prepared a list of useful questions they can use to ask for and give information about services at a public library. Have them discuss which other questions they may need in case they wanted to know about other services to add them to the list. Go around the classroom and continue monitoring their work.

3 By this stage, learners have used the organizer and have filled it with useful expressions to ask for different information. Copy the graphic organizer on the board. Ask the class if the questions or expressions they have already gathered are complete or if they can add any other useful expressions to the organizer. Elicit their ideas and write them on the board under the appropriate reading of the organizer. Invite the class to copy any new questions or expressions to their organizer if these were not considered when they filled it in. Monitor their work. Ask learners to exchange their work with another classmate. This will promote collaborative work. Remind them of being polite when helping others.

4 By this stage, learners have role-played a dialogue at a public library already. Therefore, it's time for them to reflect informally on their performance. Ask the class how they felt asking and answering information at a public library and which questions they used to ask for information about services.

CONCLUSIONS

5 Tell the class they will now work in groups to answer the questions and discuss. Draw their attention to the questions and ask them to read them in silence. Then, ask them to write their answers in their notebooks and then share their answers with their group. Monitor their work.

CREATE

6 This stage is of utmost importance in the learning process of students, since previous lessons and steps in the product section are meant to prepare students to role-play a dialogue at a community service of their choice. Students should now make their own decisions, use language and strategies learnt during the module, and collaborate showing positive attitudes when creating their new dialogue and presenting it to the class.

Arrange the class in pairs. Ask them to open their Students' Books to page 24, Activity 6. Ask them to read the directions and elicit what they have to do. Elicit which of the activities they did in lessons 1 to 4 and product steps 1 to 4 they could follow in order to plan their dialogue. Ask learners to make decisions about these steps and make their own notes. Monitor and help students with any questions and doubts they may have. Alternatively, ask students to compare and share ideas with another pair of students when they have written the skeleton of their new dialogue.

7 Have learners perform their dialogue to the class. Alternatively, arrange the class in groups of six to eight so that learners perform their dialogue to their classmates. Make sure learners watch and listen to their classmates attentively and respectfully while you go around monitoring their work.

Ask learners to read the feedback questions and *Evaluate and prepare* sections to think about what they did great and what they need to work on so they can decide what to use on the Set this stage. Tell them to take out their portfolios, either to help them review their work if necessary,

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


Instructions:

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

Criteria	Quality		
	Excellent	Good	Needs improvement

Notes: _____

Student's name _____ Date _____

1  **02 Listen to the conversation and circle the correct answer.** (4 points, 1 each)

- a. Where is Gustavo?
 - 1. At the doctor's office 2. At school 3. At the police station
- b. What is the problem?
 - 1. He needs a new ID card 2. His ID card is damaged 3. His ID card is ready
- c. How does the secretary sound?
 - 1. angry 2. helpful 3. rude
- d. How does Gustavo sound?
 - 1. frustrated and angry 2. frustrated but polite 3. frustrated and rude

2 **Complete the conversation with the words from the box.** (10 points, 1 each)

can shouldn't and but mustn't
 should must because can thank

Natalie: Why does it hurt, Doctor? a. _____

Doctor: Well, (1) _____ you hurt the ligaments in your ankle.
 Ice packs will help with the swelling.

Natalie: So, will the pain go away if I take the medicine?

Doctor: Yes, of course it will.

Mrs. Winston: What (2) _____ we do if it continuous to hurt?

Doctor: She (3) _____ take one more pill. She (4) _____ rest b. _____
 tonight. She can go out tomorrow, (5) _____ only if she uses
 crutches.

Natalie: (6) _____ I go fishing tomorrow?

Doctor: Well, you can get on the boat (7) _____ then stay seated. But,
 you (8) _____ try to fish.

Mr. Winston: Natalie! The doctor already explained that you
 (9) _____ move too much.

Mrs. Winston: (10) _____ you very much for your help, doctor. c. _____

Doctor: You are welcome. Call me at any time if you need anything.

3 **Read the conversation again and label it with the words Body, Closing, and Opening.** (6 points, 2 each)

Score: (_____ / 20 points)

2

Lesson	Achievements	Competencies
1	Select and revise bilingual dictionaries.	<ul style="list-style-type: none">• Value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numbers, and abbreviations.• Analyze textual organization and types of words: articles, nouns, adverbs, adjectives, pronouns, connectors.• Locate sections assigned to each language.• Identify entries and subentries.• Understand the use of numbers and special characters.• Offer proposals to get to an agreement.
2	Understand the use of textual components of bilingual dictionaries.	<ul style="list-style-type: none">• Show curiosity and interest in searching and obtaining information.• Locate words in English and in the mother tongue.• Read definitions of words in English and the mother tongue.• Determine types of words based on an abbreviation.• Understand instructions to use a bilingual dictionary.• Monitor performance.
3	Write instructions.	<ul style="list-style-type: none">• Classify types of words in a table.• Make a list of abbreviations.• Write lists of textual components.• Write instructions.• Revise verb forms: imperative.• Establish a number of instructions of steps.• Order sentences into sequences.• Offer feedback.
4	Edit instructions.	<ul style="list-style-type: none">• Favor cooperation and integration in school work.• Value the use of punctuation signs and standard spelling.• Remove and/or add information in order to improve instructions.• Write final versions.• Review own versions and those of others.

Write instructions to use a bilingual dictionary.

Interpret and follow-up of instructions.

Learners will ...

...select and revise bilingual dictionaries.

You will ...

...monitor the progress of students and intervene for them to be able to:

- value the function of textual and graphic components: lists of words, typographic signs, Arabic and Roman numbers, and abbreviations.
- analyze textual organization and types of words: articles, nouns, adverbs, adjectives, pronouns, connectors.
- locate sections assigned to each language.
- identify entries and subentries.

- understand the use of numbers and special characters.
- offer proposals to get to an agreement.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 41.
- Use the Assessment Tool on page 43 of this guide to assess students' performance throughout the module.

Materials:

Students' bilingual dictionaries, different color balls (red, green, and blue)

Class**Lead-in**

Play *Hangman* with the class to introduce the word "dictionaries." When learners guess the word, have students open their Student's Books to page 26 and draw their attention to the Lead-in question on the cover page. Ask them to discuss the question in small groups. Monitor and help students with vocabulary to express their ideas if needed. Elicit ideas from volunteer students.

Set**1 Work in pairs. Discuss the questions.**

This stage will enable learners to activate their previous knowledge about dictionaries and reflect on their experience using them. Ask students to open their Student's Books to page 27 and draw learners' attention to the questions. Ask: *How often do you use a dictionary? Is it easy to use one? How are words arranged?* Elicit answers. *Words are arranged in alphabetical order.* Ask them to work in pairs to discuss the questions. Monitor and help students with vocabulary to express their ideas if needed. When students finish discussing, elicit ideas from volunteer students.

Suggested answers: a. The most common use is to look up the meaning of words but you can use them to check how a word is pronounced, what part of speech it is, how many meanings a word can have. Most dictionaries have lists of verbs, a guide to use punctuation signs and other relevant information when you're learning a new language. b. Definitions, translations, parts of speech, synonyms, pronunciation, different forms of words, expressions, etc. c. Yes, it is useful to have a dictionary at school and at home.

Start**2 Look at the pages from the dictionary and choose the correct option.**

Draw learners' attention to the dictionary pages. Tell the class to look at the pages quickly and ask: *What kind of dictionary can you see in the pictures? Are the entries in English or Spanish? For which class can you use it?* Then have learners look at the pages quickly and do the task individually. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a. bilingual b. Bilingual c. the alphabetical order d. abbreviations

3 Read the dictionary entries and answer the questions.

Write on the board the two entries below. Students look at the meaning of the word in each of the two dictionary entries. Ask them to observe the difference between the two entries. *fun* or *funny*? Have some students write sentences on the board. *My first experience was fun/funny.* Draw students' attention to the fact that in Spanish adjectives have masculine and feminine forms. In English, in first case, *fun* is a noun and *funny* is an adjective. The second case, *funny* is an adjective. The first case is *funny*. Ask students to open their students' books to page 22 and draw learners' attention to the words on two different dictionary entries. In the first case they will read the definition of *fun* and in the second case they will read the definition of *funny* to answer the questions. Have students complete the task individually. Elicit answers from 5-6 volunteer students and write them on the board.

Answers: a. two: *fun* and *funny*. b. words in bold are examples to see how the word is used. c. the difference between *fun* and *funny* because they both mean *divertido*. d. because *fun* can be translated as a noun (*diversión*) and as an adjective (*divertido*). e. the same. f. two: *diversión* and *divertido*.

4 Read the entries in Activity 3 again. Match the elements to their descriptions.

In a pair of students, one student is given a card with the definition of the word and the other student is given a card with the description. Ask them to match the cards. They can discuss the meaning of the words. *A diversion is a place that is quite different from the place you are in.* Write a question on the board. *What is the difference between a noun and an adjective?* Ask students to write their answers on the board. Have students write the words in bold and next to different definitions. Write the word in its noun and adjective form on the board. Ask students to write the words in bold and next to different definitions. Write the word in its noun and adjective form on the board. Have students write the words in bold and next to different definitions. Write the word in its noun and adjective form on the board. Have students write the words in bold and next to different definitions. Write the word in its noun and adjective form on the board. Have students write the words in bold and next to different definitions. Write the word in its noun and adjective form on the board.

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

Teaching Tips

Ask learners to bring to class an English dictionary to use during the course. Tell students they will work with these dictionaries in the following lesson. Be ready to bring some English dictionaries in case students do not bring their own. Bring three small balls: red, green, and blue for the next class.

Wrap-up

Arrange the class in groups of three. Tell learners they will participate in a contest to write as many sentences they can with the words *fox* and *juary* in two minutes. After two minutes, ask learners to stop and rearrange the class in groups of six so that they compare their sentences with another group of learners. The groups with more grammatically correct sentences are the winners.

Lead-in

Write five to ten English words on the board that learners may not know and their translations in disorder. Arrange the class in small groups of three or four students and ask them to discuss ideas and match the words on the board. Model an example for students so they are clear on what they have to do. When students are done working, ask for a volunteer to go to the board and match a word to its equivalent in Spanish. Check if the class agrees before asking for another volunteer. If a learner does not match a word to its translation correctly, ask the class to help.

Do

5 Look at the dictionary entries and then answer the questions with a or b on page 29.

Ask students to open their students' books to page 29 and read the entries for the two words and to write questions on the next page. Tell them they will use the information in each entry to answer the questions. Ask them to write down the questions on the next page.

Lesson 1

English part of a dictionary? Elicit answers: By looking at the entry not the definition.


Ask them to read the questions before they look at the entries. This strategy will enable learners to focus on specific elements or details in entries. Ask students to do the activity. Monitor and help students with any questions they may have. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. a b. b c. b d. a e. a and b
f. b g. a and b



Group learners in groups of three and have them discuss the questions. The purpose of the questions is to value the usefulness of using dictionaries. Tell students to discuss the questions. Monitor and help students with any vocabulary they may need to express their ideas. Elicit answers from volunteer students and write the most relevant on the board. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.


Share

6  **Work in pairs. Use your dictionaries and circle Yes or No to answer the questions.**

In pairs, tell learners to take out the dictionaries they brought to class, or distribute those you brought with you, depending on the number of dictionaries and learners. Direct students to the questions and check comprehension. The purpose of this activity is for learners to get familiarized with dictionaries and put into practice what they learnt in this lesson. Ask learners to answer the questions by looking at the sections in their dictionaries. To make this activity more fun, tell learners they only have one minute to answer each question. Play some music and stop after a minute. Elicit answers from volunteer students and write them on the board. Repeat the procedure with

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

Answers may vary.

7  **PROCESS** **Work in pairs. Get a different dictionary and answer the questions below on page 39.**

Remind the class that for each module, they will prepare a product that will be developed step by step in each lesson. Tell the class that the product for this module is an instructions manual to use bilingual dictionaries. Elicit what a manual is and what they can use it for (to know how to use a device, for example). Then, draw their attention to this activity on this page and explain they're going to answer the questions on page 39. Ask the class to go to page 39 where they will find some blank space for them to write down the answers. Tell the class that for this activity they will need a different dictionary and then work in pairs to answer the questions. Demonstrate the activity with a dictionary the class has already used before if possible. Elicit some of the features they can find in that dictionary.

Let learners work in pairs while you go around the classroom to monitor their work. To check their work, get pairs together with other pairs so that they compare their findings. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

Tell your learners to go to the Self-assessment on page 41 and answer the questions for Lesson 1.

Media Resources

Print, photocopy, or display the *Dictionary elements* poster for students to review the parts of an entry. You may cover the tags with the names and have students guess the names.

Student's Book pages 30-32

Learners will ...

...understand the use of textual components of bilingual dictionaries.

You will ...

...give your students opportunities to take decisions regarding what actions to carry out to manage to:

- show curiosity and interest in searching and obtaining information.
- locate words in English and in the mother tongue.
- read definitions of words in English and the mother tongue.
- determine types of words based on an abbreviation.

- understand instructions to use a bilingual dictionary.
- monitor performance.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 41.
- Use the Assessment Tool on page 43 of this guide to assess students' performance throughout the module.

Materials:

Students' bilingual dictionaries, cards with parts of speech for the next class, (one per student)

Class 1

Reader - The First Dictionaries



First Reading

Put learners in pairs or groups. Ask them to open their Readers to the cover pages 18-19. Draw learners' attention to the illustration or photos in it, and elicit what they think the text is about. Encourage students to use English. Read the activation question out loud and have them discuss it. Monitor. Elicit answers and write some of them on the board. Ask them to read the chapter individually, in groups, pairs or out loud. Have them answer the First Reading activities. Monitor and provide assistance.

Answers may vary.

2. Read the instructions. Check (✓) what you do when you use a dictionary.

Tell students that they are going to read a website about how to use a dictionary. Direct students' attention to the text. Tell learners to read the text individually and check the suggestions they have already put into practice. Refer students to the Glossary on page 170 to clarify the meaning of words. Students check answers in pairs before checking as a class. Elicit ideas from volunteer students.

Answers may vary.

Set

1 Discuss the questions with a classmate.

Ask students to open their Student's Books to page 30. Direct students' attention to the questions. Model the steps you follow to look up a word in the dictionary: *I usually check the index, I leaf through the pages, I read carefully the pages where the word can be.* Refer students to the Glossary on page 170 to clarify the meaning of words. Tell them to work in pairs and discuss the questions together. Monitor their work while you go around the classroom. You may need to intervene to help. Elicit ideas from volunteer students.

Start

3 Read the entries to complete the table for each word. Follow the suggestions in Activity 2.

Ask students to open their Student's Books to page 31. Direct students to the two entries. Elicit from learners which entry belongs to the English section and which one to the Spanish section. Direct students to the questions in the table. Explain that they will answer the questions looking at the information in each entry and using the suggestions in the text in Activity 2. Model an example for students so they are clear on what they have to do. Ask: *How do you say recuerdo in*

Lesson 2

English? We say *memory* or *souvenir*. What's the difference between a *memory* and a *souvenir*? A *memory* is an event you recall in your mind and a *souvenir* is something you buy during a holiday. How do you say *square* in Spanish? *Plaza*, *zocalo*, *cuadrado*. What's the difference between them? A *plaza* and a *zocalo* are public places and a *cuadrado* is a geometric shape. Ask students to do this activity individually. Have students check answers in pairs before checking as a class. Draw a similar table to the one in the Student's Book on the board. Elicit answers from volunteer students and ask them to write their answers in the table on the board.

Answers: a. memory or souvenir b. two
c. a noun d. two e. Answers may vary.
f. *cuadrado* or *plaza* g. one h. *sust.*
i. two j. Answers may vary.

Wrap-up

Put students into groups and ask them to choose 3 or 4 words that they don't know and fill out a similar table to the one they completed in Activity 3 in their notebook. Monitor and help students with any doubts they may have. Elicit ideas from volunteer students. If time allows, ask groups to share and compare their tables with other groups. As an alternative, ask two groups to write their tables on the board.

Teaching Tips

Prepare some cards with parts of speech for the next class, (one per student).

Class 2

Lead-in

Play a game with the class. Ask learners to take out their dictionaries. Draw a similar table to the one in Activity 3 on the board. Put students into groups according to the rows in the classroom, write a new English word on the board for each group in the class. Assign a word to each group and ask them to fill out the table by answering the questions. The team that answers all the questions correctly, gets a point.

4 Use your dictionary to find the translation and part of speech of the underlined words.

Ask students to open their Student's Books to page 31. Direct students to the boxes and the sentences in them. Explain the class that each sentence has a word underlined. Ask students to read the sentence carefully, look up the word in the dictionary, identify the part of speech, and the translation. Model an example for students so they are clear on what they have to do. Ask: *What's the translation of order in this context? ordenar. Is it a verb or a noun? a verb.* Explain to students that it can also be a noun, provide examples: *Can I take your order?* Then ask them to tell you the translation of: *Are you ready to order?* Elicit answers. *¿Estás listo para ordenar? ¿Listo para ordenar?* Tell learners to work individually to complete the rest of the boxes. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. *ordenar* b. verb (v) c. *enfrente*
d. preposition (prep) e. *reservar* f. verb (v)
g. *preciso* h. adjective (adj) i. *viajes* j. noun (n)

Do

5 Make a list of 5 new words in English to look up in a bilingual dictionary. Complete the table.

Direct students to the table in the book and ask students to complete it with words they have learnt in recent lessons and/or words they found in previous modules. Point out that they can also write new words as they encounter them in the dictionary, but it will be more relevant; if these are words they have already seen once in a context. Model an example for students so they are clear on what they have to do. Elicit from students unfamiliar words they would like to know the meaning of or the translation. Provide some examples and write them on the board: *reliable, phenomenal, afford, melt, safety.* Have students infer the part of speech from each one, if they can't provide full sentences for students to see their use: *Melt the butter in the oven. The movie was phenomenal. While driving, use a safety belt. I can't afford a new cellphone. My best friend is a very reliable*

person. Ask students the translation for each word. Individually, ask students to complete the table. Notice that the table includes only two categories (part of speech and translation). If learners are keen on learning more about each word, ask them to add more categories: pronunciation and a sentence as an example. Monitor and help students with any doubts they may have. Do not check answers for this activity just yet. The following activity will allow learners to share their work and reflect on it. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

Share

6. Work in groups of three. Compare your work in Activity 5. Discuss these questions.

Put students into groups of three. Refer students back to Activity 5 and ask them to share the work done with their classmates. Direct students to the questions. Model an example for students so they are clear on what they have to do. Encourage them to elaborate their answers giving examples of the words they analyzed. Model an example for students so they are clear on what they have to do. Ask students: *Did you use any of the steps suggested in Activity 2 to look up the meaning of these words? If so, which ones? Was it difficult or easy? Why do you think it is important to use dictionaries when learning another language?* Monitor and help students with vocabulary they may need to express their ideas. Elicit ideas from volunteer students and write them on the board. You may want to point out that knowing how to use a dictionary is very useful when learning English. As an alternative have students discuss together and write a list of advantages and disadvantages of using dictionaries when learning a new language.

Answers may vary.

Teaching Tips

To have learners review parts of speech, give the cards with parts of speech to your students. Ask them to write a sentence using a word that corresponds to the part of speech they have on their card. Alternatively, you can write different sentences on the board and ask students to find parts of speech of the words in the sentences and paste the card under the word.

7. PROCESS Work in pairs. Check (✓) the elements your bilingual dictionary has on page 39.

Remind learners of the product for this module: an instructions manual to use bilingual dictionaries. Then, ask the class to go to page 39. Since learners have worked in groups of three previously, rearrange the class in pairs to check the features listed. Go over the list of features with the class before they work in pairs to check or clarify any doubts. Since learners may have different dictionaries, this activity will be enriching to notice differences. Encourage them to compare and discuss the features they find. Go around the classroom and monitor their work. You can help them if you notice they find it difficult to locate or identify features. To check, ask learners to compare their findings with another pair of students.

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

Tell your learners to go to the Self-assessment on page 41 and answer the questions for Lesson 2.

Media Resources

Print or photocopy the *Communicative Expressions* flashcards named *Looking for a word in a bilingual dictionary*. Divide the class in pairs. Give each pair a set of flashcards and have them practice asking and giving information on how to look up a word in the dictionary.

Student's Book pages 33-35

Learners will ...

...write instructions.

You will ...

...give your students opportunities to write for their own audience and, when doing so, help them to:

- classify types of words in a table.
- make a list of abbreviations.
- write lists of textual components.
- write instructions.
- revise verb forms: imperative.
- establish a number of instructions of steps.

- order sentences into sequences.
- offer feedback.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 41.
- Use the Assessment Tool on page 43 of this guide to assess students' performance throughout the module.

Materials:

Students' bilingual dictionaries

Class 1

Lead-in

Put students in groups of four. Refer students back to Activity 5 on page 32. Ask students to write the words on pieces of paper, fold them and put them on your desk. Explain that they will play Pictionary. Model an example for students. Take and unfold one paper and make a drawing on the board for learners to guess it. Ask volunteers to come to the board and do the same. The group who guesses the word, keeps the piece of paper. The winner will be the group who guesses more words correctly.

Set

1 Look at the strategies for recording vocabulary and check (✓) the ones you use.

Ask students if making a drawing for new words is useful to remember its meaning. Elicit ideas from volunteers and explain that making a drawing is a strategy they can use to remember the meaning of a word. Ask students to open their Student's Books to page 33. Direct them to the boxes in Activity 1. Explain that the boxes show different strategies that can be used to record new vocabulary words. Ask learners to check the strategies they use. If students do not use any of the strategies, they can check the ones they would like to try. Have students check answers in pairs

before checking as a class. Elicit answers from volunteer students.

Answers may vary.

Start

2 Read the text and use the underlined words to complete the table on page 34.

Tell students that they are going to read a text with suggestions to learn new vocabulary. Direct students to the text, ask them to read quickly and check the strategies they would like to try. Have students check ideas in pairs before checking as a class. Direct them to the underlined words in the text. Explain that they will read the text again to complete the table on the next page. Ask them to open their Student's Books to page 34. Direct students to the table and information on it. Model an example. Ask: *What's the translation of well?* Bien. *What's the difference between good and well?* Good is an adjective and well is an adverb. Explain that in Spanish we say bien for both but the difference is that adjectives describe a noun and adverbs describe an action: *He is a good person. He sings very well.* Make sure everyone has a dictionary. Have students check answers in pairs before checking as a class. Draw a similar table on the board. Elicit answers from volunteers and ask them to write their answers on the board. You can use this activity as portfolio evidence.

Answers: a. well: adverb; *bien*; I can play the piano well. b. remember: verb; *recordar*; I remember the day I learnt how to ride a bike. c. opposite: adjective or preposition; *opuesto*; They were driving from the opposite direction. d. in: preposition; *en*; Anna and I have lots of things in common. e. forget: verb; *olvidar*; Don't forget to keep a record of new words.



After finishing Activity 2, put students into groups of three. Direct students to the Being a Learner Box and ask them to discuss the questions. Monitor and help students with vocabulary. Encourage them to justify their answers and give examples of situations in which they can use their list of new words. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

3 Read the instructions and circle the correct option.

Remember that in this stage, learners are guided to notice and revise specific language to then practice using it. Explain to your students what an 'imperative' is. It gives someone instructions about what they should do. Write examples on the board. Explain the basic structure of an imperative, the action (sit, stop, eat, run) followed by additional information: *Sit there, Stop talking, Eat slowly, etc.* Point out that imperative sentences always start with a capital letter. Direct students to the rules in the book. Ask students to read the rules carefully and circle the best option to complete them. Have students check answers in pairs before checking as a class. Elicit answers and write them on the board.

Answers: a. imperative b. don't have c. don't

Do

4 Unscramble the sentences.

Remember that in this stage, learners have the opportunity to put into practice the language (or

strategies) revised. Write a scrambled sentence on the board: *forget / new / Don't / make / list / a / words / to / of* As a class, unscramble the sentence. Direct students to the scrambled sentences in the book. Point out that these are examples of imperative sentences. Model an example. Ask students to unscramble the sentences. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a. Look for the English-Spanish section in the dictionary. b. Don't use the first translation. c. Read the entire entry. d. Decide what part of speech the word is and which translation is the best. e. Don't forget to look for the guide words.

Wrap-up

Put students in groups of three. Ask students to write a list of rules they need to follow in the classroom using the imperative form. Monitor. Elicit ideas from volunteers. You may ask the whole class to choose the five most important classroom rules from the ideas that were shared.

Class 2

Lead-in

To reintroduce the topic of the lesson, ask learners which strategies to learn new vocabulary they remember. Do not expect them to mention the exact suggestions in Activity 2 but help them with key words to elicit ideas. Write them on the board. Transform students' ideas into imperative sentences. Elicit from learners which grammar structure the sentences on the board follow. Tell students that they will continue practicing imperative sentences in this class.

5 Number the instructions in Activity 4 in the correct order.

Write on the board the words: *Finally, Second, Next, Then, First.* Have different students come to the board and number the words from 1-5. Ask students to open their

Lesson 3


Student's Books to page 35. Direct students to the rubric. Refer students back to Activity 4. Ask learners to order the sentences in a logical order. Have students check answers in pairs before checking as a class. Elicit answers and write them on the board.

Answers: a. First, look for the English-Spanish section in the dictionary. b. Second, don't forget to look for the guide words. c. Then, read the entire entry. d. Next, don't use the first translation. e. Finally, decide what part of speech the word is and which translation is the best.

6 Translate the sentences using the dictionary entries. Complete the information about the underlined word.

Write the following sentences on the board: I set out to London this summer. He set the house on fire. The story is set in 1930's. Ask: What's the part of speech? It's a verb. What's its meaning? *Salir de viaje*. How can you translate the sentence? *Yo saldré de viaje a Londres este verano*. Direct students to the sentences and the word underlined in each sentence. Ask learners to look at the entries to identify the correct subentry for the first underlined word. Elicit the number of subentry and the part of speech. Then elicit the translation. Individually, ask learners to translate the sentences. Have students check answers in pairs before checking as a class. Elicit answers and write them on the board.

Answers: a. noun b. there are no subentries for set as a noun c. *Rocío encontró un juego de llaves en la sala*. d. verb e. There are four: set as *poner*, set as *dejar algo aparte*, set as *hacer estallar algo*, and set as *dejar listo algo*. f. *Dejé listo mi equipaje anoche*. g. adjective h. There are no subentries of set as an adjective. i. *El gimnasio está todo listo para la fiesta de graduación*.


7  **PROCESS** Write on page 39 the instructions you followed to translate the sentences in Activity 6.

Remind students what the final product is about: an instructions manual to use bilingual dictionaries. Ask

learners to go to page 39 where they will find a box for them to write down the instructions. Point out that they will write them for someone who wants to do the same activity using their own experience looking up the words in the dictionary. Allow learners to work in pairs. Model an example: *First, we look at the dictionary page. Second, we look at the entries to identify the subentries. Then, we choose the subentry. Next, we identify the part of speech. Finally, we make the translation of the sentence.* Elicit ideas from learners for the first two steps in the instructions and write them on the board. Transform learners' ideas into imperative sentences. Ask students to write their instructions. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

Share

8  **Work in pairs. Share your instructions in Activity 7 and discuss the questions.**

In pairs, ask students to discuss and answer the questions. Monitor and help students with vocabulary. Have students check answers with another pair before checking as a class. Elicit ideas from volunteer students. Write some incorrect examples of the instructions students produced on the board and ask learners to identify and correct the mistakes. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

Tell your learners to go to the Self-assessment on page 41 and answer the questions for Lesson 3.

Student's Book pages 36-38

Learners will ...

...edit instructions

You will ...

...promote the development and reflection on processes for your students to be able to:

- favor cooperation and integration in school work.
- value the use of punctuation signs and standard spelling.
- remove and /or add information in order to improve instructions.
- write final versions.

- review own versions and those of others.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 41.
- Use the Assessment Tool on page 43 of this guide to assess students' performance throughout the module.

Materials:

Students' bilingual dictionaries

Class 1

Reader - The First Dictionaries



Second Reading

Explain to students that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud. Monitor as learners perform the task. Let them compare their answers with a classmate. Have volunteers say the answers out loud.

Set

1 Look at the image of the article below. Discuss these questions.

Put students in pairs or small groups of three or four learners. Ask students to open their Student's Books to page 36. Direct students to the image of the article in Activity 2 and the questions in Activity 1. Ask students: *Do you like frogs? Why? Why not?* Have students discuss and answer the questions. Monitor and help students with vocabulary. Elicit ideas from volunteers and write them on the board.

Answers: a. Frogs can be found in all the continents of the world except the Antarctic. You can find them in very hot places but also cold ones as long they are moist, for example: creeks, ponds, trees, swamps and rain forests.
b. Frogs are amphibians. c. Most frogs lay eggs

but there are some families that can give birth to full frogs.

Start

2 Read the text. Underline the words you don't understand.

In this stage, learners are guided towards reading strategies based on the use of dictionaries whenever relevant. Direct students to the text. Ask students to read the text and underline the words they don't understand. As an alternative, ask learners to read the text quickly to find the answers to the questions in Activity 1. Then explain that they will read the text again to focus on the words they don't know and underline them. Have students compare answers in pairs before checking as a class. Refer students to the Glossary on page 170 to clarify the meaning of words. Elicit answers from volunteer students.

Answers may vary.

3 Look up in the dictionary three words you don't understand from the text in Activity 2, and write their meanings.

Ask students to open their Student's Books to page 37. Explain that they will read the text again quickly to identify three words they don't know and look up their meaning in the dictionary. Encourage students to follow the suggestions in Lesson 2 and 3 to use

Lesson 4

dictionaries. Model the activity. Ask *What's the meaning of tiny?* Leaf through the pages of the letter T until you find the word and read out loud its meaning: *extremely small*. Elicit from students some tiny objects. Ask learners to complete the activity. Students check answers in pairs before checking as a class. While students are checking answers. Ask them to describe the steps they followed to find the word and its meaning according to the context in the text. Elicit answers from volunteer students.

Answers may vary.

4 Read the text. Look up the circled mistakes in the dictionary and write *s* (spelling) or *p* (punctuation) next to them.

The purpose of this activity is to draw learners' attention to spelling and punctuation signs and how the misuse of these two elements can obscure meaning. Tell students that they are going to read a paragraph of the article that has some punctuation and spelling problems. Direct students to the text. Ask: *Are the words circled in red well written or badly written? Badly written. Why? What's the error in bad? It has to be in capital letter, because it comes after a period. Is this a spelling or punctuation mistake? It's a punctuation mistake.* Individually, ask learners to identify and classify the mistakes in spelling or punctuation. Have students compare answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a. s(spelling) b. s(spelling)
c. p(punctuation) d. p(punctuation)



Put students in groups of three or four.

Direct students to the questions and check comprehension. Ask students to discuss together. Elicit ideas from volunteers. Point out that spelling in English is very important, because English is not written in the way it is pronounced and because misspelled words can cause important communication problems. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Wrap-up

Choose from 5 to 10 English words that your students are familiar with but that they find difficult because of their spelling. Tell students they are going to play a game. Put students into groups of four. Explain that you will dictate some words in English and they have to write them down on a piece of paper. Explain that when you finish dictating, the first group to give you the paper correctly written will win. Model an example for students.

Teaching Tips

Choose two or three imperative sentences from this unit. Write the words separately on a color piece of paper. Choose one color for each sentence to avoid confusions. You will use this material to play a game at the beginning of the following class.

Media Resources

Print or photocopy the *Communicative Expressions* flashcards named *Looking for a word in a bilingual dictionary*. Divide the class in pairs. Give each pair a set of flashcards and have them practice asking and giving information on how to look up a word in the dictionary.

Class 2

Lead-in

Bring to class the color papers you prepared. Paste them on the board facing down. Tell students they are going to play a game. Explain that the same color papers go together. Explain that they will work in groups with a piece of paper for each group. One member of the group will come to the board, take one color paper, read it in silence, and memorize the word. He or she will paste the piece of paper back on the board and then go back to their team and dictate the word. A different person from the team will do the same. Once the team has all the words on their piece of paper, they have to order them to make a sentence. The team who

gives you the correct sentences will win. Put students into groups of three or four. Model an example. When the game is over, elicit the language structure of the sentences. Elicit the rules they remember about imperative sentences.

Do

5 Write the steps you followed to look up the words in Activities 2 and 3.

Ask students to open their Student's Books to page 37. Direct students to the rubric in Activity 5. Refer students back to Activities 2 and 3. In pairs, have students discuss and share the steps they followed. Model the first two steps. Write on the board: *How to look up words in the dictionary. Say: First, find the English section of the dictionary. Second, in that section, find the first letter of your word.* Ask students to work on their own to write the rest of the steps. Monitor their work. Have students compare answers in pairs before checking as a class. Elicit ideas from volunteer students.

Answers may vary.

6 Exchange your text with a classmate. Follow the instructions to give feedback.

The purpose of this activity is for learners to practice editing their work (in this case, their classmates' work) and focus on spelling and punctuation signs. Ask students to open their Student's Books to page 38. Explain that they will use the instructions they wrote for Activity 5. Ask learners to read the instructions in silence and then to exchange their instructions. Tell them to read their classmate's work carefully. Remind them be polite and respectful when giving feedback. Do not check the answers yet since the next activity promotes self-correction.

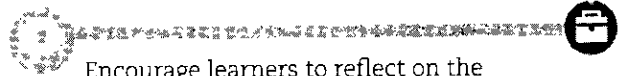
Answers may vary.

Share

7 Using the feedback from your classmate, write a final version of the text.

Ask students to write their final version of the steps

they followed to use dictionaries with the feedback they just received. Encourage them to pay attention to spelling and punctuation signs. Monitor and help students with any questions they may have. Ask learners to go around and read their classmates' work to choose the most useful set of instructions. In groups, ask students to discuss which set of instructions they chose and why. You can use this activity as portfolio evidence. Ask students to read the feedback they received from their classmate carefully.



Encourage learners to reflect on the importance of working with others with a collaborative spirit. Direct students to the box. Ask them to discuss the questions. Monitor and help students with vocabulary they may need to express their ideas. Elicit ideas from volunteer students. You can use this activity as portfolio evidence.

8 PROCESS Write a list of the mistakes you corrected on page 40 to verify the changes you made.

Remind learners of the product of this module: an instructions manual. Tell them that this activity will help them practice correcting their work for them to write the final version. Ask them to go to page 40 where they will find some blank space for them to write the list of mistakes and the final version. For this activity, learners will work individually. However, you can encourage them to exchange their work with a classmate when they have their final version. Go around the classroom to monitor their work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 41 and answer the questions for Lesson 4.

Student's Book page

Materials: different types of bilingual or monolingual dictionaries, sheets of paper of any color, color pencils, markers, and glue.

Class 1

1 By this stage, learners will have revised and used different dictionaries. Arrange the class in groups of three or four to compare their answers. Ask them to discuss which questions were more complex to answer or which features were more difficult to identify in dictionaries. Go around the classroom to monitor. Have volunteers share their views with the class.

2 By now, learners have already identified different features in dictionaries. Thus, have them discuss which features listed are the easiest to locate and the more complex to interpret or use. Go around the classroom and continue monitoring their work.

3 By this stage, learners have written instructions to locate specific words in dictionaries and find the translation. Arrange the class in pairs. Ask them to compare their work and check if the instructions are in a logical sequence and if this set has any punctuation or spelling mistakes. Go around the classroom and monitor their work. Rearrange the class in groups of four and have them find similarities or differences in the sequence or the use of connectors. This can promote collaborative work but do remind them of being polite when helping others.

4 By this stage, learners have edited their work. Therefore, it's time for them to reflect informally on their performance. Ask the class how they felt writing and editing instructions, if the process was easy or not so easy to follow and why it is important to check their work.

CONCLUSIONS

5 Have students work in groups to answer the questions. Draw their attention to the questions and ask them to read them in silence. Then, ask them to share their experience by taking turns to answer each question. Stress the importance of sharing their views on the task and the information they gathered.

Monitor. Encourage them to participate and listen to their classmates' views.

Class 2

CREATE

6 This stage is of utmost importance in the learning process of students, since previous lessons and steps in the product section are meant to prepare students for them to be able to write an instructions manual to use bilingual dictionaries. Students should now make their own decisions, use language and strategies learnt during the module, and collaborate showing positive attitudes when creating their new set of instructions.

Arrange the class in groups of three or four. Ask them to open their Students Books to page 40, Activity 6. Ask them to read the directions and elicit what they have to do. Elicit which of the activities they did in lessons 1 to 4 and product steps 1 to 4 they could follow in order to create an instructions manual. Ask learners to make decisions about these steps and make their own notes. Monitor. Ask students to compare ideas with another group of students when they have their first draft of their manual. Remind learners of the importance of editing their work. Make sure they revise their steps or exchange their work with another group to write a final version.

7 Have learners display their work in the classroom. Have learners go around and read their classmates' work. Have them read and find the most complete manual or the most interesting one. Ask them to share their findings with the class.

Teaching Tips

Ask students to bring their dictionaries if you are to apply the Exam suggested on page 44.

Self-assessment page

Ask learners to read the *Reflect on your lessons* and *Final product performance* sections to think about what they did great and what they need to work on so they can decide what to answer on the *Set goals* section. Tell them to take out their portfolio binder to help them review their work if necessary.

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

Instructions:

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

Questions:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Notes:

Student's name _____ Date _____

- 1) Look up the words in your bilingual dictionary. Write the abbreviated part of speech and its translation. (4 points, 1 each)

- a. discover: (_____)
 b. extinct: (_____)
 c. discovery: (_____)
 d. extinction: (_____)

- 2) Complete the sentences with a word from the box to decide the correct order. (8 points, 2 each)

Next Second First Finally

- a. _____, decide which translation is the best one.
 b. _____, find the guide words and locate yours.
 c. _____, go to the English-Spanish section of your dictionary.
 d. _____, decide what part of speech it is.

- 3) There is a mistake in each sentence (punctuation or spelling.) Circle the mistakes and rewrite the sentences correctly. (8 points, 2 each)

- a. Next sunday we will go bike riding.

- b. We skate run, and walk in the park.

- c. I want a long christmas vacation.

- d. I like your Bicycle.

Score: (____ / 20 points)

Module

3

Lesson	Achievements	Contents
1	Listen to and revise likes and dislikes in the dialogues of an interview.	<ul style="list-style-type: none"> • Value dialogue and language as a means to exchange experiences. • Identify topic, purpose and intended audience. • Notice contextual clues in leisure situations. • Recognize behavior adopted by speakers to clarify and confirm comprehension. • Determine sequence of enunciation. • Identify language register. • Exchange points of view.
2	Understand general sense and main ideas of dialogues.	<ul style="list-style-type: none"> • Anticipate the general sense and main ideas. • Recognize the structure of dialogues (opening, body and conclusion) to determine the function of lines (e.g., interruption, confirmation, etc.) • Recognize the types of sentences used to express likes and dislikes. • Compare ways of expressing likes, compliments and dislikes. • Detect syntactic differences between British and American English: collective nouns agreement (e.g., <i>My favourite team is / are</i>). • Identify words used to connect ideas. • Exchange points of view. • Model comprehension strategies.
3	Express compliments, likes and dislikes in written dialogues. Express compliments, likes and dislikes in dialogues.	<ul style="list-style-type: none"> • Show empathy in oral interactions. • Determine language register and compose sentences. • Consider repertoires of words and expressions. • Order sentences into a sequence using connectors. • Include details in main ideas. • Make and respond questions to solve doubts. • Evaluate their own and others' performance. • Use expressions to make time to articulate spontaneous answers (e.g., <i>hmm, that is an interesting question</i>, etc.). • Model comprehension strategies.
4	Express compliments, likes and dislikes in a dialogue.	<ul style="list-style-type: none"> • Take roles as interviewer and interviewee, with and without the help of a script. • Use question tags to request confirmation (e.g., <i>You used to be... didn't you?</i>) • Compose sentences that include <i>like</i> (e.g., <i>I like...</i>) to express likes and dislikes. • Use stranded prepositions to offer details (e.g., <i>The place they went to...</i>, etc.). • Express points of view in favor and against. • Use non-verbal language to reinforce what is being said. • Recognize appropriate moments to interrupt interlocutors. • Practice and follow rhythm, speed and pronunciation. • Adjust questions and answers depending on the interlocutor's reactions. • Self-regulate strengths and needs.

Social Learning
Environment

Family and community

Communicative activity

Social practice

Student's Book pages 43-45

Learners will ...

...listen to and revise likes and dislikes in the dialogues of an interview.

You will ...

...show your students a variety of examples for them to understand how to:

- value dialogue and language as a means to exchange experiences.
- identify topic, purpose and intended audience.
- notice contextual clues in leisure situations.
- recognize behavior adopted by speakers to clarify and confirm comprehension.
- determine sequence of enunciation.

- identify language register.

- exchange points of view

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 57.
- Use the Assessment Tool on page 59 of this guide to assess students' performance throughout the module.

Materials:

magazines that illustrate free-time activities

Class 1

Lead-in

This stage will allow learners to share some of their favorite free-time activities with the class, leading them to the context of the lesson. Write on the board the following question or have them read the Lead-in question on page 42: What are your favorite free time activities? Call learners to the board to write their favorite activities. Clarify meaning for those who do not understand some of the vocabulary and share opinions with the class.

activities involving competitive games and playing with a ball; do involves non-competitive and recreational activities; and go involves going somewhere to do something. Refer students to the Glossary on page 170 to clarify the meaning of words. Mention all the activities in the pictures: playing the piano / taking piano lessons, taking painting lessons / painting and drawing.

Suggested answers: a. hanging out with friends / playing basketball b. doing ballet c. playing the guitar / doing puzzles

Set

- 1) **Work with a partner. Check the activities you see in each picture.**

This stage will enable learners to activate previous knowledge about free-time activities. Ask learners to open their Student's Books to page 43. Draw their attention to the pictures. Ask them to analyze them and ask if they are able to recognize the activities shown. Ask learners to check the boxes of the activities they see below each picture. Explain the difference between structured activities (those with fixed times and programs such as arts and sports) and free activities. As a follow up activity, you may have learners classify activities into three columns in their notebooks: play, do and go. Remember: play is used for

Start

- 2) **Listen to an interview and underline the correct answers.**

In this stage, learners will develop listening and reading skills to recognize the topic of a text, its purpose and intended audience. Tell learners they are going to listen to an interview. Play the CD and have them identify who the people talking are, where they are, and what they are talking about. Elicit answers. Then ask them to read carefully each of the questions with their corresponding pair of answers. Play the CD again and have them choose the best answer. Allow learners to compare their answers in pairs before checking them with the class. Play the CD again if necessary.

Answers: a. 1 b. 2 c. 2 d. 1 e. 2



This activity will help students notice contextual clues, as they will have to focus their attention on expressions that helped them understand place of the interview and feelings of speakers. Arrange the class in pairs. Ask learners to look at the box and share their thoughts on the questions. Ask learners to make a short list of the elements they took into account to answer both of the questions. Allow learners to compare answers with their pairs before coming to a conclusion with the class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

3. Listen again and complete the sentences with the words from the box.

Have learners focus on the words in the box. Ask learners to listen to the interview again and put a tick (✓) next to the activities or things the girl likes/loves and a cross (x) next to the activities or things she doesn't like or hates. Play the CD and have learners complete the activity. Elicit answers. Ask them if they like the same things and activities the girl likes. *Does the girl like shopping? No, she doesn't. Do you like shopping? Yes I love it.* Play the CD again and ask learners to complete the sentences with words from the box. Allow learners a minute after the track is over so that they can write or make corrections. Have them compare their answers with a partner before checking as a class.

Answers: a. to play b. literature c. shopping
d. watching e. to hang out f. crowds

4 Use the verbs in bold from Activity 3 to label the illustrations.

Draw a happy face, a sad face, a love face, an angry face, and a neutral face on the board. Ask students to open their books to page 43 and look at the verbs in bold in Activity 3. Ask them to tell you which verb goes

with each face. For example: *like with the happy face, don't like with the sad face.* Ask different learners to come to the front and write the correct verb under the correct face. Have learners work in pairs and look at the different poses of the girl in Activity 4 on page 44. Ask them to label the illustrations with the verbs from the board. Have some volunteers stand up to imitate the girl's gestures. Mention random free-time activities and ask learners to react to the word by posing as one of the girl's gestures and saying *I like... , I don't like... , etc.*, depending on their own personal likes. At this point do not correct the form of the main verb, but check that they understand verbs to describe likes and dislikes.

Answers: a. love b. like, c. don't mind,
d. don't like, e. hate

Wrap-up

Ask students to go to the Audio scripts section on pages 175-181 and find track 10. Have learners take turns to act out the conversation in Activity 2. Ask them to focus on the tone of their voice when asking and answering questions, to show the speakers' attitude (interviewer: polite; girl: impatient). To do this, you can demonstrate the activity with a learner. Go around and monitor. Time permitting, you can ask learners to use their own personal preferences, to personalize the conversation.

Class 2

Lead-in

Write an activity on the board for example: *watching TV.* Have a volunteer come to the front and mime posing with gestures if he or she likes, doesn't like, doesn't mind, loves or hates that action. The rest of the class has to guess the correct answer. You can divide the class into teams and have them compete with each other. The team with the most correct answers wins.

Lesson 1

5 Read the sentences and underline the correct option to complete the rules below.

Tell learners to open their Student's Books to page 44. Guide them to look at the sentences and elicit what the underlined verbs are used for (expressing likes and dislikes). Have students notice that we use the verbs (like, love, hate) in present simple to talk about things we like or activities we enjoy doing and how these verbs could be either followed by a verb in the *-ing* form, a verb with *-to* infinitive or a noun. *I like swimming / I like to swim. I like pizza.* Finally, ask learners to individually choose the best answer.

Answers: a. 3, b. 3

Do

6 Circle the correct options to complete the sentences. Then number the dialogue in the correct order.

Write on the board the following titles: *I love, I like, I don't mind, I don't like, I hate.* Remind learners they can use a verb ending in *-ing*, a verb in infinitive or a noun after these expressions with the exception of *I don't mind.* Ask learners to write free-time activities under each title. Ask learners to work in pairs to share their written preferences, saying if they are similar or different. Ask learners to read the complete dialogue so that they get the general idea. Give them some minutes to, individually, select their answers, then have volunteer learners share their choices with the class. After a learner's choice is given, ask the rest of the class if they agree with it; correct if necessary. Repeat the process for the whole dialogue. Ask pairs to practice and act out the dialogue while you monitor their progress and pronunciation.

Answers: a. like b. like c. like d. don't like
e. don't mind f. playing g. love **Order:** 1, 3, 6,
2, 4, 8, 7, 5, 9


7 What do you like to do in your free time?
Complete the sentences.

Ask learners to make sentences of a free-time activity they like, don't like, love and hate; and use magazine

pictures to illustrate each of them. Ask them to use the information to complete the sentences on page 45.


Answers: Students' own answers.

Share

8  **PROCESS** Work in groups. Ask and answer questions to find someone who likes or dislikes the same things as you. Write the questions and answers on page 55.

Tell students that now it is time for them to prepare and practice asking and answering questions and making notes. Tell them this will help them to do the final product of this module. Explain what the final product is about: Dialogue about likes and dislikes. Encourage learners to circulate around the classroom and ask their classmates about free-time activities, *eg. Do you like soccer? No, I don't like it, but I don't hate it.* When they finish the activity, ask them if they found people who shared the same preferences. Arrange learners into pairs. Have learners go to page 55. Ask them to continue working with their partners. Have them locate step 1 of the product process. Ask them to write their questions there. Have them ask the questions to their partners and write their answers there. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.



 In order for learners to reflect on the value that dialogues and language have as a means to exchange experiences, have learners analyze the questions for a few seconds while they think and come up with the answers. Share this idea with the class: Working in groups is one of the most powerful tools in learning a language. It makes our learning more significant by practicing language structures and vocabulary with people who share our purpose. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 57 and answer the questions for Lesson 1.

Student's Book pages 46-48

Learners will ...

...understand general sense and main ideas of dialogues.

You will ...

...describe and make explicit to your students the different ways in which they can:

- anticipate the general sense and main ideas.
- recognize the structure of dialogues (opening, body and conclusion) to determine the function of lines (e.g., interruption, confirmation, etc.)
- recognize the types of sentences used to express likes and dislikes.
- compare ways of expressing likes, compliments and dislikes.
- detect syntactic differences between British and American English: collective nouns agreement (e.g. My favourite team is / are).

- identify words used to connect ideas.
- exchange points of view.
- model comprehension strategies.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 57.
- Use the Assessment Tool on page 59 of this guide to assess students' performance throughout the module.

Materials:

plastic bag, pieces of paper with the words: classic, folk, pop, jazz, salsa, country, reggae, rock, and, because, but

Class 1

Reader – The Talent Show**First Reading**

Put learners in pairs or groups. Ask them to open their Readers to the cover pages 32-33. Draw learners' attention to the illustration or photos in it, and elicit what they think the text is about. Encourage students to use English. Read the activation question out loud and have them discuss it. Monitor. Elicit answers and write some of them on the board. Ask them to read the chapter individually, in groups, pairs or out loud. Have them answer the First Reading activities. Monitor and provide assistance.

**Set****1 Work in pairs. Discuss what kinds of music you like and dislike.**

Remember that the purpose of this stage is to activate any previous knowledge learners may have about the topic. Have learners open their Student's Books to page 46. Draw learners' attention to the photos. Ask:


What types of music are represented in the photos? Elicit their characteristics (fast or slow rhythm, happy or sad tune, hard beat, etc.), musical instruments played, famous artists or songs. Ask learners if they like or dislike a particular music style.

Start**2 Work in pairs. Read the website and answer the questions.**

In this stage, learners will anticipate the general sense and main ideas. Ask learners to have a look at the picture and ask them where they can find this kind of text. Have them infer the occupation of the man in the picture. Ask learners to read the article once and ask comprehension questions: What's the article about? (a musician) What's his name? (Mathias Bach) Where is he from? (Morelia). Have learners read the article again and answer the written questions.

Answers: a. Classical music and pop song covers. b. The violin c. Morelia, Mexico

Lesson 2

3  **11** Read and listen to the interview. Highlight the opening, middle and conclusion with different colors.

In this stage, learners will recognize the structure of a dialogue. Tell learners they will listen to a radio interview with Mathias. Play the CD and have them listen and read. Refer students to the Glossary on page 170 to clarify the meaning of words. Tell learners that dialogues have an opening, middle and conclusion part. Elicit what happens in each part. Tell students that in the opening, the interviewer greets and welcomes the interviewee and gives general information to the audience. Also, at this stage the speakers create a good atmosphere. The middle part is where all the questions are located, and finally, the closing is where they say bye. In pairs, learners read the dialogue again, decide what parts of the interview correspond to the opening, middle, and conclusion, and highlight them with different colors. Have learners compare their work with another pair before checking as a class. Elicit answers and ask learners to tell you why they chose them.

Answers: Opening: From "Today in the studio..." to "Hello. Thank you". Middle: From "So, where are you from?" to "And, I don't like wasting my time, I guess." Closing: From "Mathias, thank you very much for the interview" to "Please tell us when ..."

4 Work in pairs. Look at the words in bold in the interview and answer the questions.

In order for learners to recognize the function of some lines (to interrupt, to confirm, to pay compliments, and to express likes and dislikes), invite a pair of learners to come to the front and model the dialogue in Activity 3. Ask learners to continue working with their previous partner and act out the dialogue in pairs. Walk around the classroom, monitor and check. Then, ask learners to have a look at the words in bold in the script, analyze them, and answer the questions. Clarify the meaning of expressions. Elicit the expressions speakers use to interrupt and confirm information as well as to express compliments, likes and dislikes. Have learners write the answers to the questions in Activity 4.

Answers: a. "Wait a minute!" and "Sorry, could I just..." b. "Did you say from Mexico?" c. "...your outfit looks cool" and "It is a really beautiful city." d. "love, like, is my favorite, prefers, is a great fan of, is crazy about" e. "don't like"



Ask learners if music is important for them and their culture. Draw their attention to the questions in the box. Ask them to work in pairs or groups of 3-4 and discuss the questions. Elicit some answers and discuss as a class if it is positive to get to know about music in your own and other countries. Ask them to raise their hand if the lesson shows a type of music they did not know before and have them share with the class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Wrap-up

Arrange the class in pairs or trios. Give each team a piece of paper with a music genre written on it. Call each team to the front and have them describe their music genre. The rest of the class will say if they like the music genre or not.

Class 2

Lead-in

Write the following sentence on the board: My favourite musical instrument is... and have students guess. Expose the reasons why you like the instrument you chose. (Guitar: I like it because I like the sound, I like its sound in rock.) Then, ask learners to do the same with the person to their right, then with the person to their left. Repeat the same activity with different topics such as sports and recreational activities.

5 Read the sentences and complete the rules with the words in bold.

In this stage, learners will identify words used to connect ideas. Write on small pieces of paper the connectors:

and, because, but. Put them in a plastic bag. Invite a learner to take one out and read it aloud. Have the volunteer make a sentence with that word. You can ask a question or give prompts to help him or her out, (e.g., because) *Why do you like music?*. Ask students to open their Student's Books to page 48. Have them read the rules for connecting ideas and choose the best answer. Have learners compare their answers before checking them with the class.

Answers: a. and b. but c. because

Language

Write the word *connectors* on the board. Ask learners to tell you what they are and what they think they are used for. Draw learner's attention to the box. Ask them to read about connectors *and*, *because*, and *but*. Elicit some examples from them and write them on the board for them to use as a reference.

6 Complete the dialogue between Mathias' sister and a friend with the words in the box.

Divide the board into four columns and write: likes, dislikes, interrupt, and confirm. Have different learners come to the front and write an expression for each column, e.g., *I love*, *I don't like*, *Wait a minute!* and *Did you say?* respectively. Have learners look at the conversation on page 48 and complete it with the appropriate option from the box. Compare answers in pairs before checking as a class. Then, have learners act the dialogue out in pairs.

Answers: a. crazy about b. but c. Wait!
d. love e. and f. Thank you g. because

Do

7 Work in pairs. Find out about your partner's musical preferences. Ask and answer the questions and take notes in your notebook.

In this stage learners will sum up the language learned during the last two sessions. Ask learners to look at the card they have in their book. Have them copy it three times in their notebook, choose three classmates, and

ask them the questions to fill in the cards. Monitor their progress. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: Students' own answers.

Share

8 Work in small groups. Use your notes to report what your partner told you.

Arrange the class in small groups of 4-5 members. Model how to report information; then ask them to report the information on their card to their classmates. Monitor and encourage them to use expressions to interrupt and to confirm, if necessary. Finally, have a few volunteers share with the class.

Answers: Students' own answers.

9 PROCESS Work in small groups. Write other questions on page 55 to know more about your classmates.

Tell students to write more questions to find more about their partners. Tell them this will help them do the final product: Dialogue about likes and dislikes. Arrange learners into small groups. Have them go to page 55. Have them locate step 2 of the product process. Ask them to write their questions there. Have them ask the questions to their partners and write their answers there. This time have them use connectors. Elicit some examples and write them on the board as reference. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Media Resources

Print or photocopy the *Talking about likes and dislikes* (c) Communicative Expressions flashcards to talk about likes and dislikes. Give each group a set of flashcards.

Tell your learners to go to the Self-assessment on page 57 and answer the questions for Lesson 2.

Student's Book pages 49-51

Learners will ...

- ...express compliments, likes and dislikes in written dialogues.
- ...express compliments, likes and dislikes in dialogues.

You will ...

- ...think out loud for your students to understand how to:
 - express compliments, likes and dislikes in a dialogue.
 - show empathy in oral interactions.
- ...express compliments, likes and dislikes in a dialogue.
- determine language register and compose sentences.
- consider repertoires of words and expressions.
- order sentences into a sequence using connectors.
- include details in main ideas.

- make and respond questions to solve doubts.
- use expressions to make time to articulate spontaneous answers (e.g., hmm, that is an interesting question, etc.).

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 57.
- Use the Assessment Tool on page 59 of this guide to assess students' performance throughout the module.

Materials

flashcards of winter objects (e.g., snowmen, Santa Claus, snowflakes, skis), pictures of emojis that express surprise, happiness, love, and actions like asking, thinking, saying hi and saying goodbye

Class 1

Lead-in

Show students some flashcards or drawings of winter related objects such as snowmen, Santa Claus, snowflakes, skis, etc. Work out the names together with the learners. Ask them what all the words have in common (winter) and where in the world there are winters with snow.

Set

1. Label the pictures with the words in the box.

Ask students to open their Student's Books to page 49. Draw learners' attention to the photos. Ask them if they know these activities and if they like them or would like to try them out. Ask them where in the world these activities are practiced. Ask learners to write the names of the activities on the lines below the pictures. Have them compare their answers with a partner, before checking with the rest of the class. Ask them which activities can be done also in non-snowy environments.

Answers: a. ice-skating b. hiking in the snow c. having a snowball fight d. fishing e. building a snowman f. snorkeling

Start

2. Look at the pictures in the social network profiles and discuss the questions. Then read the conversation on page 50 and check your answers.

Ask learners if they have a profile picture for a social network. If so, inquire what they are doing in the photo. Then, ask them to look at the photographs and read the information of Lucas and Pedro's profiles in the book and pay special attention where the guys live in. Refer students to the Glossary on page 170 to clarify the meaning of words. Tell students to underline any unknown words or expressions and give them time to infer the meaning of them by looking at the context and the surrounding words. Ask them to find an equivalent to Spanish, e.g., *What's up dude?* ¿Qué onda amigo? *What are you up to?* ¿Qué haces? Ask them to discuss them with the person next to them. Finally, have them read the conversation to find out what Lucas and Pedro do in their free time.

Answers: a. Having a snowball fight, playing on the beach. b. Students' own answers.

3 · Work in pairs. Read the conversation again and answer the questions.

Have students read the conversation in Activity 2 again and replace the expressions in bold with emojis, E.g: What? [surprised emoji]. Ask students to read the comprehension questions and discuss them in pairs. Have students read the conversation again and keep in mind what they want to locate in the text. Tell them to underline the words or expressions that give the answer to each question. Allow time for students to do it and check answers as a class.

Answers: a. Because there's ice everywhere.
b. The frozen river. c. He would like to have a snowball fight. d. Fishing and snorkeling.
e. Just through the internet.

4 · Match the expressions from the conversation to their function.

Draw students' attention to the expressions in Activity 4, and elicit the expressions in the text that do the following: give time to answer, ask about likes, give opinion and talk about things you'd like to do. Have different students come to the board and underline them. Then ask students to work in pairs and match the columns in Activity 4.

Answers: a. 1 b. 3 c. 2 d. 4

Ask learners if they have ever chatted with a foreign person and if they would like to have a foreign friend. Ask learners where they would like to meet someone from. Warn learners that meeting people on the internet may be risky due to bad persons surfing the net, but that they could do so with the supervision of their parents. Discuss the questions in the box as a class. Make the point of how valuable it is to have a friend, including friends from other parts of the world.



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

Wrap-up

Have learners work in groups of 3-4. Ask them to make a chain of words and expressions seen up to this point in the lesson. For example, if student A says "having a snow fight," student B should say the first expression plus another one, for example, "having a snow fight," "what's up?" Learners continue adding to the list every time. The learner who repeats or can not continue the chain goes out of the game. The students who remain longer in the game win.

Class 2

Lead-in

Have students work in pairs, one student writes an emotion (happy, sad, etc.) and another student has to illustrate the emotion.

5 Complete the table with the expressions in bold in the dialogue in Activity 2.

Have students open their Student's Books to page 51. Ask them to have a look at the words in bold in the dialogue between Pedro and Lucas, in Activity 2. Arrange the class in pairs or groups of three and have them complete the chart by contrasting the formal and informal ways of expressing the same message with different words. Make it clear that we use informal language with our friends, our family or with people we know very well, but we use formal language when we speak to someone older and in certain situations, for example, with our teachers at school or at a store. We also use formal language in school work or when we are requesting information about a product or service.

Answers: a. Hey Pedro b. What's up dude? / What are you up to? c. What?! No way!
d. Bye. / See ya!

Lesson 3

Do

6 Complete the conversation with the phrases and sentences in the box.

Place the drawings or pictures of emojis that express surprise, happiness, love, and actions like asking, thinking, saying hi and good bye on the board. On separate pieces of paper write the following expressions: *What have you been doing?*; *No way!*; *Really, that's surprising!*; *What are you up to?*; *Let me think*; *I'd love to*; *What do you like doing?*; *What's up dude?*, fold the pieces of paper into small squares and put them in your hand. Have a student take one, read it out loud and write it under the correct picture. Continue until you have written all the expressions on the board. Then, have students look at the conversation and read the options in the box and fill out the spaces. Go around monitoring and answering any questions. When they have finished, have them compare their answers in pairs. Check as a class.

Answers: a. What are you up to? b. Let me think c. I love team sports d. No way! e. What do you like doing f. See you.

Write formal language and informal language on the board. Then, ask the question in the box for learners to express their opinions. Allow several participations. Whenever someone participates, ask the rest of the class if they agree with that opinion or not. Ask them how relevant it is to use the right register and why. Accept and comment plausible answers. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Share

7 **PROCESS** Work in pairs. Write a dialogue to share your likes and dislikes using the expressions in this lesson.

Tell students to follow the instructions on page 51 to write a dialogue. Tell them this will help them to do the final product of this module: Dialogue about likes

and dislikes. Arrange learners into pairs. Have them go to page 55. Have them locate step 3 of the product process. Ask them to write their dialogue there. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Media Resources

Print, photocopy, or display the *Leisure Activities* poster for students to decide what leisure activity to talk about.

8 Rehearse your dialogue and role-play it to the class.

After they have finished the previous activity, give learners a couple of minutes to rehearse their dialogue. Remind students on the importance of using stress and intonation to highlight content words (likes and dislikes). Tell them to use facial gestures according to the register. For example, when using informal expressions like: *Hey dude!*, *No way!*, *Really?*, *Let me think*, etc. Then, each pair will take a turn to perform their dialogue in front of the class.

Tell your learners to go to the Self-assessment on page 57 and answer the questions for Lesson 3.

Student's Book pages 52–57

Learners will ...

...express compliments, likes and dislikes in written dialogues.

You will ...

...provide your students information that allows them to.

- take roles as interviewer and interviewee, with and without the help of a script.
- use question tags to request confirmation (e.g., You used to be... didn't you?)
- compose sentences that include like (e.g., I like...) to express likes and dislikes.
- use stranded prepositions to offer details (e.g., the place they went to..., etc.).
- express points of view in favor and against.
- use non-verbal language to reinforce what is being said.

- recognize appropriate moments to interrupt interlocutors.
- practice and follow rhythm, speed and pronunciation.
- adjust questions and answers depending on the interlocutor's reactions.
- self-regulate strengths and needs.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 57.
- Use the Assessment Tool on page 59 of this guide to assess students' performance throughout the module.

Class 1

Reader – The Talent Show

**Second Reading**

- Explain to students that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud and monitor as learners perform the task individually. Let them compare their answers with a classmate. Have volunteers say the answers out loud.

Set

1 Work in pairs. Look at the survey in Activity 2 and discuss the questions.

Have students open their Student's Books to page 52. Draw learners' attention to the illustration and ask them who they can see and what is happening (an interviewer is asking the kids some questions). Tell them that the survey the interviewer has in her hands is the one in Activity 2, ask them to have a look at the format and titles, but tell them not to read it yet. Have learners discuss the questions in pairs. Elicit some answers from

volunteers. Clarify the meaning of leisure activities (activities that you do to relax or enjoy yourself).


Answers: a. To get to know people's opinion, preferences, facts, etc. b. Teen's leisure preferences.

Start

2 Read the questions and write your own answers in your notebook.

Have volunteers read the questions out loud and elicit some answers. Then have them work individually to answer the survey in their notebooks. Ask them to compare their answers with a partner. Ask if they had similar or different answers.

Answers: Students' own answers.

3  Listen to the conversation and complete the questionnaire with the boy's and the girl's answers. Compare them with your own.

Tell learners they will listen to a survey, but they need

to try to imagine the opening and the closure of the conversation. Elicit some ideas. Then play the CD to confirm their predictions. Now, ask them to listen again and complete the questionnaire in Activity 2. Play the CD and have them register the answers. Play the CD again if necessary. Have students compare answers and then check answers as a class.

Answers: a. Boy and girl: Sports and hanging out with friends. b. Boy and girl: Music, bands, school and friends. c. Boy and girl: Rock. d. Boy: Horror. Girl: Science Fiction. e. Boy: Friends. Girl: Friends and family. f. Boy and girl: A fantasy world.

4 · Classify the sentences in the box under the correct pictures.

Draw learners' attention to the pictures and their headings. Elicit the meaning of agreeing (have the same opinion) and disagreeing (have a different opinion). Interrupting should be a transparent word for learners. Tell them that during the conversation in Activity 3 speakers used the expressions in the box. To enable learners to express points of view in favor and against, have them classify in pairs the sentences under the correct heading. Have learners volunteer to tell you the answers.

Answers: Agreeing: I agree. That's correct.
Disagreeing: No way! I don't think so.
I disagree. Interrupting: Sorry for interrupting, but...

5 · Match the sentences with their corresponding tag question. Listen to check your answers. Practice saying them. Pay attention to intonation.


Explain to students that tag questions are short questions at the end of a statement. We use them to confirm information that we think or know is true. Tell students we form tag questions with the auxiliary verb (e.g., be or have) and the subject pronoun (e.g., I, you, she) of the statement. Negative question tags are usually contracted: It's warm today, isn't it? If the main clause is positive, the question tag is negative, and if the main clause is negative, the tag question is

positive. For example: It's cold (positive), isn't it (negative)? It isn't cold (negative), is it (positive)? If the main clause has an auxiliary verb in it, you use the same verb in the tag question. If there is no auxiliary verb (in the present simple and past simple) use do / does / did. They live in Mexico, don't they? She ate Chinese food, didn't she? Write the following sentences on the board and elicit the correct question tag. She likes horror movies, _____? a. doesn't she b. does she He didn't come to the party, _____? a. did he b. didn't he They aren't funny, _____? a. aren't they b. are they You play the guitar, _____? a. do you b. don't you. Play the CD. Check answers with the class and clarify any doubts.

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

Language

Write tag questions on the board. Ask learners what they are and what they are useful for. Do not tell them if they are right yet. Draw learners' attention to the box. Ask them to read about tag questions and tell you if they mentioned that information. Elicit the examples in the box and write them on the board. Do not erase them, as you will use them later.

 Draw learners' attention to the box. Have volunteers read the questions for the class. Arrange the class in pairs and ask them to discuss the questions. Ask learners to give examples of body language that helps communication (smile, eye contact, etc.) and body language that does not (arms crossed, not looking at the other person, ...). Elicit examples of how body language can be used to reinforce what it is being said. Ask students what moments are good to interrupt: When people finish what they have to say, when they are slowing down, or they pause. In Activity 2, the interviewers interrupted when the guys had finished the discussion.

Wrap-up

Elicit answers for questions 1 to 3 and make the statistics of them in a pie chart. For example, have learners raise their hand, if they think that in their neighborhood collections is a hobby teens are interested in. Draw a table on the board and register results by taking note of the number of students who selected this option. Repeat the procedure for sports and art. Then, elicit other hobbies and register results in the table. Finally, illustrate the results in a pie chart and ask the class if they expected those results. Comment on the importance of surveys in the world; elicit some ideas. Tell them surveys are very important to make decisions in areas, like healthcare, market research, population census, etc.

Class 2**Lead-in**

Students stand in a circle. Write conversation questions seen in the previous lesson: *What do you like doing in your free time?*, *What are you up to?*, *What's up dude?*, *What have you been doing?* *How are you?* Ask a volunteer to stand in the middle of the circle and ask him/her a question. If the student answers correctly, he/she changes places with someone. If he/she doesn't answer correctly he/she is out of the circle.

6 Study the sentences in Activity 5 and underline the correct options.

Draw learners' attention to the sentences with tag questions you wrote on the board in the previous activity. Guide them to analyze their structure. Ask questions like: Is this part affirmative or negative? Is the tag question affirmative or negative? What verb is this? What verb/auxiliary verb is in the tag question? Then, ask them to study the sentences again and carry out Activity 6 by selecting and underlining the correct options. Allow learners to compare their answers with a partner. Check as a class.

Answers: a. negative b. affirmative

Do**7 Work in pairs. Conduct a survey about likes and dislikes. Follow the instructions.**

In this stage learners will practice composing questions about likes and dislikes, including language and strategies learned in this lesson. Ask learners to work in pairs, read the instructions, including the steps for the survey. Ask volunteers to tell you what they have to do in their own words. Suggest they use the survey in Activity 2 as a model to write their questions. Tell students to ask questions about music, websites, TV programs, clothes, technology, food, etc. Provide some examples: *What's your favorite food?*, *What's your favorite TV program?*, *What kind of music do you like?*, *What kind of clothes do you like to wear?* Monitor.

Media Resources

Print or photocopy the *Everyday activities 1 and 2 Useful Vocabulary flashcards* for students to decide what topic to talk about. Give each pair a set of flashcards.

Share**8 Work in groups. Follow the instructions to make a graph on page 55.**

Draw learners' attention to the graph. Tell them they will do something similar on page 55 as the last step for their product: Dialogue about likes and dislikes. Divide the class into 4 groups. Ask them to use some of the questions in Activity 7 to interview the members of the team. Have learners go to page 55 and locate step 4 of the process to register their partners' preferences in a graph. Students have to decide the activities they like and write them down along one side and write a scale with numbers along the other side of the graph (starting from 0). Have students draw and color a bar to match the numbers of students who like that activity. When they finish their graphs, ask them to display them on the classroom walls and if possible, present them to the class.

Tell your learners to go to the Self-assessment on page 57 and answer the questions for Lesson 4.

Student's Book

Materials: Index cards, pens and pencils, sheets of paper.

Class 1

1 Up to now, learners have been exposed to interviews regarding likes and dislikes, they have listened to and done some comprehension activities, they have also analyzed some interviews. They have also practiced expressing compliments likes and dislikes. Help learners to recall what this module is about and the work they have done in the lessons and the product section. Help them notice all that work will help them to do their project in which they will prepare for and have a dialog about likes and dislikes. Ask learners to locate step one of the project and write their questions there. Go around the class to monitor and help learners with difficult language. Elicit some questions from volunteers.

2 Ask them to write more questions and answers as requested in the instructions for step 2. Elicit from learners what connectors they remember from the lesson (*and, because and but*). Ask them to use those connectors in their answers. Monitor learners' work and provide assistance as necessary. You may take some notes to give general feedback at the end of the activity.

3 Draw learners' attention to the instructions. Elicit what they have to do. Have them write their questions and answers. Monitor their work. Help them use language learnt accurately. Encourage them to enrich their dialog by including some expressions to express compliments, make time to let them think on what they learnt in lesson 3.

4 Learners may know not only how to do a bars graphic but also a pie chart. You may allow them to choose the one they feel more comfortable with or you may present both types of charts. Set a time limit. Monitor students' work and help as necessary.

CONCLUSIONS

5 As a class, ask students to go back to steps 1 to 4 for them to remember what they did in each lesson. Elicit

the kind of things they did and complement their ideas accordingly. Tell them they will now discuss some reflection questions about their work in those steps. Arrange the class in groups of four. Draw students' attention to the questions. Ask them to read them in silence. in order for them to start thinking on their answers. Ask students to take turns to ask and answer each question and share their views. Monitor and help students with any doubts they may have. Encourage students to participate and listen to their classmates' views.

Class 2

CREATE

6 In this stage, learners will have the opportunity to integrate the language and strategies learnt during this module, as well as practice collaborating with each other by putting hands on their final product. Now, students are expected to make their own decisions in relation to the language and strategies they will use to prepare for and carry out their survey. Arrange the class in pairs. Ask them to open their Student's Books to page 55, Activity 6. Ask them to read the directions and elicit what they have to do.

7 Have each group present the results of their survey to the class. Ask the class if they think their family or neighbors would have similar opinions to the ones presented.

Self-assessment

Ask learners to read their answers on the *Reflect on your lessons* and *Final product performance* sections to think about what they did fine and what they need to work on so they can decide what to answer on the *Set goals* section. Tell them to take out their portfolio binder to help them review their work if necessary.

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

Instructions:

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

Criteria	Quality		
	Excellent	Good	Needs improvement

Notes: _____

Student's name _____ Date _____

1. Listen to the conversation and circle T (True) or F (False). (6 points, 1 each)

- | | | |
|---|---|---|
| a. The interviewer wants to know about teens' studying preferences. | T | F |
| b. Teens like talking about music and bands. | T | F |
| c. The girl likes horror films. | T | F |
| d. The girl likes going to the movies with friends and family. | T | F |
| e. The boy likes reading books about fantasy worlds. | T | F |
| f. The boy and the girl like the same book. | T | F |

2. Complete the conversation with the correct form of the verbs in parentheses. (5 points, 1 each)

Antonio: This is my friend Andrés. He (1) _____ (be) an excellent soccer player.

Samuel: Really? Do you (2) _____ (like) soccer a lot?

Andrés: Well, I guess.

Antonio: He plays in the school soccer team. He (3) _____ (love) soccer just the way I do!

Samuel: What other sports (4) _____ you _____ (like), Andrés?

Andrés: I love skateboarding.

Samuel: We (5) _____ (love) it too! You are going to like our group.

3. Complete the sentences using tag questions. (4 points, 1 each)

- He sometimes reads the newspaper, _____?
- Peggy doesn't like to use pencils, _____?
- She is collecting stickers, _____?
- Kevin will come tonight, _____?

4. Match the columns to make complete sentences. (5 points, 1 each)

- | | |
|---|--|
| 1. Both Peter | a. and writing songs. |
| 2. We want to go to the concert, | b. but she enjoys playing the saxophone. |
| 3. Linda doesn't like playing the guitar, | c. but I'm not very good at it yet. |
| 4. I love playing the piano, | d. but we don't have tickets. |
| 5. Dora and Maggie like knitting | e. and I are coming to the music festival. |

Score: (____ / 20 points)

Module

4

Lesson	Achievements	Contents
1	Seek and consult information.	<ul style="list-style-type: none"> • Enlist proposals of destinations and ideas about travel. • Define sources of information to find out about destinations. • Discard proposals based on consulted information. • Take note of data that support viable proposals and ideas. • Promote own participation and that of others.
2	Compare pros and cons of ideas and proposals.	<ul style="list-style-type: none"> • Contrast advantages and disadvantages using graphic material. • Add data to viable proposals and ideas. • Value others' ideas and proposals.
	Build arguments to defend ideas and proposals.	<ul style="list-style-type: none"> • Analyze reasons of proposals and ideas. • Support reasons with information. • Use connectors to link reasons and data to build arguments.
3	Build arguments to defend ideas and proposals.	<ul style="list-style-type: none"> • Analyze expressions and strategies of persuasion (e.g., <i>Are you sure we...? That's quite a good idea, We really should go there, etc.</i>) • Reflect on ways to negotiate ideas and proposals (e.g., <i>I'm looking forward to... Don't you agree? That's not good, It sounds fantastic, etc.</i>) • Share opinions.
4	Listen to and express pros and cons to come to an agreement.	<ul style="list-style-type: none"> • Emphasize words or alter volume to get an effect of impact (e.g., <i>The lake, definitely, The national park, you say?</i>) • Recognize emotions in the language to persuade. • Talk clearly and loud enough. • Interpret body language to detect emotions. • Organize agreements showing assertiveness. • Promote feedback.

Social Learning
Environment

Family and community

Social practice

Agencies and community

Communicative activity

Read and listen to exchange messages

Student's Book pages 59-61

Learners will ...

...seek and consult information.

You will ...

...coordinate actions and activities in which students can:

- enlist proposals of destinations and ideas about travel.
- define sources of information to find out about destinations.
- discard proposals based on consulted information.

- take note of data that support viable proposals and ideas.
- promote own participation and that of others.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 73.
- Use the Assessment Tool on page 75 of this guide to assess students' performance throughout the module.


Class 1

Lead-in

Write on the board: *Summer vacation*. Ask students to write a list of activities that people normally do during summer vacation. Elicit ideas and write them on the board. Ask students to open their Student's Books to page 58. Direct students' attention to the opening question. In pairs, tell them to take turns asking and answering this question. Monitor and provide assistance. Elicit answers from volunteer students. Explain that in this lesson they will focus on how to make proposals for a trip.

Answers: a. travel guide book b. brochure
c. website d. TV report e. books f. magazine

Start

2  **14** Read and listen to the Taylors discussing options for their vacation. Check (✓) in Activity 1 the sources of information they used to get information about places.


Tell students that they are going to listen to the Taylors, a family making plans for their next vacation. Explain that they have to read and listen and then check the sources the Taylors used to get information. Refer students back to the sources of information in Activity 1. Direct student's attention to the text. Play the audio and individually, have students check the sources of information. Play the audio for a second time if necessary. Have students check answers as a class. Refer students to the Glossary on page 170 to clarify the meaning of words. Elicit answers from volunteer students.

Answers: Travel guide books Brochures
Magazine Website

Set

1 Label the sources of information with the words from the box.

This stage will provide guidance to learners on defining sources of information to find out about destinations and discarding proposals based on consulted information. Write on the board *sources of information*. Elicit what sources of information (a person, place, or thing that provides information you need or want) they know or have used. Ask students to open their Student's Books to page 59. Direct student's attention to the pictures and the words in the box. Explain that they have to label the pictures with the correct word. Model an example for students, so they are clear on what they have to do. Have students check answers as a class. Elicit answers from volunteer students and write them on the board.

3  **14** Read the notes. Listen to the conversation again and check (✓) the activities they mention. Then discuss with a partner what destination you think they will choose and why.

In this stage, learners will be exposed to taking note of data that support viable proposals and ideas. Ask

students to open their Student's Books to page 60. Direct student's attention to the notes and check comprehension. Tell students that they are going to listen to the Taylors' conversation again. Explain that they need to check the activities they mention and listen carefully, as the Taylors do not mention the activities explicitly. Play the audio and individually have students check the activities. Play the audio for a second time if necessary. Have students check answers. Elicit answers from volunteer students. In pairs, ask students to discuss what destination they think the Taylors will choose and why. Monitor and provide assistance. Elicit ideas from volunteer students and ask them to justify them.

Answers: Enjoy water sports, Beach, Aquatic parks, Visit museums, Colonial houses, Museums



The purpose of the question is to help students reflect on their own preferences. Direct students' attention to the question in the Being Me Box and check comprehension. In pairs, ask students to discuss the question. Monitor and help students with vocabulary they may need to express their ideas. Elicit ideas from volunteer students. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

4 Write the sentences in bold from the conversation in Activity 2 in the correct places.

Refer students back to the conversation in Activity 2 on page 59. Direct student's attention to the phrases in bold. Ask them to underline the expressions used to give suggestions. Elicit answers from volunteer students. Ask students to open their Student's Books to page 60. Direct student's attention to the expressions in Activity 4. Elicit the parts of each expression and write them on the board using different colors. Model pronunciation and have students repeat after you a few times. Tell students to imagine they are planning a vacation with their family and need to give them suggestions. Model an example for students so they

are clear on what they have to do. Individually, have students write sentences using the expressions. Have students check answers as a class. Elicit answers from volunteer students.

Answers: a. Why don't you pick some destinations? b. What about Cancún? c. Let's go to Mérida. d. Shall we look at it?

Wrap-up

Put students into groups. Tell them to imagine they are planning a vacation together and need to give each other suggestions about the places to go and activities to do. Explain that they should use different suggestions to the ones they wrote in Activity 4. Model an example for students so they are clear on what they have to do. In groups, have students discuss the topic. Monitor and provide assistance. Elicit ideas from volunteer students.

Class 2

Lead-in

With their books closed, put students into groups of three. Ask students to write a list of places and activities they can remember from the conversation they listened to last class. Monitor and provide assistance. Elicit ideas from volunteer students. Explain that in this lesson they will continue practicing how to make proposals for a trip.

Do

5 Work in pairs. Unscramble the sentences. Then take turns making and responding to the suggestions.

Ask students to open their Student's Books to page 60. Direct student's attention to the scrambled sentences on this page and the next one. Explain that they will have to unscramble the sentences. Model an example for students so they are clear on what they have to do. Individually, have students unscramble the sentences. Have students check answers in pairs. Elicit answers from volunteer students and write them on the board.

Lesson 1

Use the sentences on the board and elicit possible answers. For example, they can give positive answers (*That's a good idea, Yes, let's do that*) and negative ones (*I'm not sure, What about going to ... ?*) In pairs, ask students to take turns making and responding to the suggestions. Model an example for students so they are clear on what they have to do. Monitor and provide assistance. Elicit ideas from volunteer students.

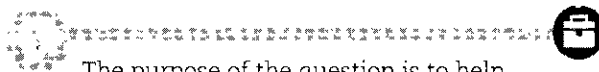
- Answers:** a. What about going to Cozumel?
b. Shall we look at a travel guide book? c. Let's go to Uxmal. d. Shall we travel by bus?
e. Why don't you find out more about that destination?

6. Number the dialogue in the correct order. Add a final suggestion and the brother's response.

Tell students that the Taylors continued their conversation to define their vacation destination. Tell students that they are going to read and order the conversation. Do not tell students to add a final suggestion yet. Read the conversation with the students and check understanding. Model an example so students are clear on what they have to do. Individually, have students number the dialogue in the correct order. Monitor and provide assistance. Explain that now they have to complete the dialogue by adding a suggestion by the girl and her brother's answers. Monitor and provide assistance. Have students check answers. Elicit answers from volunteer students.

- Answers:** 1 **Dad:** What about ecotourism in Bacalar? 2 **Mom:** Honestly, I'm not clear on what ecotourism means. 3 **Dad:** Well, it's a vacation on which we can do lots of things, like snorkeling, explore the jungle, visit archaeological zones, but ... 4 **Boy:** I know! We also protect the environment and help local people, is that right, Dad? 5 **Dad:** Yes, that's right. I think it could be a great option. 6 **Boy:** Yes, but shall we also have a look at the places people are talking about on the social networks? 7 **Dad:** Yes. It's a good idea.

Suggested answers: 8 and 9: Answers may vary.



The purpose of the question is to help students reflect on the usefulness of checking different sources of information before making a decision. Direct student's attention to the question in the Being a Learner Box and check comprehension. In pairs, ask students to discuss the question. Monitor and help students with vocabulary. You may want to point out that the Taylors followed some steps in order to select their vacation destination. (*Find sources of information, evaluate sources and identify alternatives, take notes of main ideas. Make an informed decision.*) Elicit answers. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Share

7. **PROCESS** Work in groups of three. Follow the instructions.

Tell students that now it is time for them to practice looking for information and making notes. Tell them this will help them to do the final product of this module. Explain what the final product is about: Discuss a travel itinerary. Direct students' attention to the instructions and check comprehension. Arrange learners into groups of three or four. Ask learners to work on steps a to c. Paraphrase instructions. Point out that they have to decide which sources of information will be useful to find out about Bacalar. Then, they will use those sources of information to discuss suggestions about things to do and attractions. If students do not have any information about Bacalar, ask them to work with a location that is familiar to them. Monitor and provide assistance. Now, ask learners to work on step d, model an example. Have learners go to page 71. Ask them to continue working with their groups. Have them locate step 1 of the product process. Ask them to read the instruction. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 73 and answer the questions for Lesson 1.

Student's Book pages 62-64

Learners will ...

- ...compare pros and cons of ideas and proposals.
- ...build arguments to defend ideas and proposals.

You will ...

- ...support and guide your students to:
 - contrast advantages and disadvantages using graphic material.
 - add data to viable proposals and ideas.
 - value others' ideas and proposals.
 - analyze reasons of proposals and ideas.

- Support reasons with information.
- Use connectors to link reasons and data to build arguments.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 73.
- Use the Assessment Tool on page 75 of this guide to assess students' performance throughout the module.

Class 1

Reader – The First Dictionaries**First Reading**

Put learners in pairs or groups. Ask them to open their Readers to the cover pages 46-47. Draw learners' attention to the illustration or photos in it and elicit what they think the text is about. Encourage students to use English. Read the activation question out loud and have them discuss it. Monitor. Elicit answers. Ask them to read the chapter out loud. Have them answer the First Reading activities. Monitor and provide assistance.

Set

1 Work in pairs. Match the words with their definitions. Then discuss in what places in your country you can do ecotourism.

Ask students to open their Student's Books to page 62. Direct students' attention to the definitions and the words. Explain that they need to match the words with their definitions. Do not tell students to discuss yet. In pairs, ask students to match the words with their definitions. Model an example for students so they are clear on what they have to do. Monitor and provide assistance. If students are struggling with the activity, have them use a dictionary and if there aren't enough dictionaries available, use one and ask a volunteer student to come to the board and look up the words. Check answers as a class. Direct students' attention to the second part of the rubric. In pairs, ask students to discuss in what places in Mexico they can

do ecotourism. Tell students to write a list of five different places at least. Monitor and provide assistance. Have students check answers with another pair before checking as a class. Elicit answers from volunteer students.

Answers: 1. a 2. c 3. b 4. d Answers may vary.

Start

2 Read this article and complete the graphic organizer on page 63 with the pros and cons of ecotourism.

In this stage, learners will contrast advantages and disadvantages using a graphic organizer. Write *Pros and Cons* on the board. Elicit what pros and cons mean (advantages and disadvantages.) Direct students' attention to the article and the graphic organizer. Explain that they have to read the article and complete the graphic organizer with the advantages and disadvantages of ecotourism. Individually, have students read the article and complete the graphic organizer. Refer students to the Glossary on page 170 to clarify the meaning of words. Monitor and provide assistance. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: Pros: a. People can visit interesting natural places. b. Ecotourism helps local

Lesson 2

people with their money. c. Ecotourists are helping the environment at the same time. **Cons:** a. Any type of human activity will damage the ecosystem. b. The transportation and the food we eat there affect the environment. c. It affects the habits of the animals too.

3 Read the text again to find more phrases that express pros and cons. Use them to complete the organizer.

Refer students back to the article in Activity 2 on page 62. Tell students they are going to read the article again, but this time they are going to look for two phrases that express advantages and two phrases that express disadvantages. Model an example for students so they are clear on what they have to do. Ask learners to open their Student's Book to page 63. Have them read the text again and add more phrases to express advantages and disadvantages. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: Pros: a. A positive aspect is that ... b. What's more ... c. Another benefit is that ... **Cons:** a. On the other hand ... b. A negative aspect is that ... c. Another downside is that ...

Language

Write the word *connectors* on the board. Ask learners to tell you what they are and what they are useful for. Draw learners' attention to the box. Ask them to read about connectors and tell you if they said the same. Elicit some examples. Accept any plausible responses. Tell them that in the following activity, they will use some connectors.

4 Read the sentences and complete the definitions using the connectors in bold.

In this stage, students will learn connectors to link reasons and data to build arguments. Direct students' attention to the sentences. Explain that the words in

bold are connectors (words that join ideas) and that they use them in Spanish, too. Direct students' attention to the definitions and tell them to write the words in bold with the correct definition. Model an example for students so they are clear on what they have to do. Monitor and provide assistance. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a. for example b. what's more
c. as well as

Wrap-up

Write on the board: *hostel, all-inclusive resort, guest house, apartment for rent*. Tell students that these are places where they can stay in when on vacation. Ask learners to look up the meaning of the words in their dictionaries. Explain that they need to think of pros and cons of staying in each of these places when going on vacation. In pairs, have students write a list of at least two pros and two cons for each place. Encourage students to use the connectors in Activity 4 when writing their list. Have students check answers as a class. Elicit answers.

Class 2

Lead-in

Write the word *ecotourism* on the board. In pairs, ask students to write a list of five things that are related to ecotourism. Monitor and provide assistance. Elicit answers from volunteer students and write them on the board. Explain that in this class they will contrast pros and cons of traditional tourism and ecotourism.

Do

5 Complete the sentences with information from the box.

Ask students to open their Student's Books to page 64. Direct students' attention to the sentences and the information in the box. Explain that they need to

complete the sentences with the information from the box. Refer students back to the connectors and their definitions in Activity 4. Model an example. Monitor and help. Check answers as a class.

Answers: a. practice extreme sports. b. Mexico and Africa. c. we help local communities. d. learn the biology of those locations. e. it promotes and preserves traditional practices.

Share

6 Work in pairs. Follow the instructions.

Ask students to open their Student's Books to page 64. Direct students' attention to the instructions in a. and b. and clarify doubts. Explain that they have to brainstorm ideas and make a graphic organizer with them. Make sure students know how to include this type of information in a graphic organizer. Then tell them that in order for them to search the topic in different sources of information, first they have to decide which sources they could use. Remind them on the importance of using reliable resources. Tell students they can search for information online. Have students complete the activity in pairs. Monitor and help. Do not have students check answers since the following activity will allow them to do so. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

7 PROCESS Work with another pair. Make a chart with pros and cons about ecotourism on page 71. Use your chart to tell your classmates your opinion about ecotourism vs. traditional tourism. Use expressions like *as well as*, *what's more*, or *for example*.

Tell students that now it is time for them to practice comparing pros and cons. Mention that this will help them do the final product for this module: Discuss a travel itinerary. Arrange the class in groups of four by getting two pairs together. Tell students that they are going to make a chart about pros and cons of ecotourism. Brainstorm ideas as a class. Ask learners

to go to the Product section on page 71 and locate step 2 and the chart they will complete.

When students have completed the chart on page 71 and are back to page 64, Activity 7, draw their attention to the second part of the instructions. Ask students to continue working with their groups. Refer learners back to their notes in Activities 6 and 7 and to their chart on page 71. Ask them to take turns to share their opinions about ecotourism vs traditional tourism. Model an example. Monitor and help. Encourage students to use expressions like *as well as*, *what's more*, and *for example* during their discussion. Make notes on recurrent language problems for giving feedback after students finish discussing. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

8 The purpose of this question is to promote collaborative work and the importance of valuing others' ideas.

Direct student's attention to the question in the Being Real Box and check comprehension. In pairs, ask students to discuss the question. Monitor and help students with vocabulary. Every time a pair asks you how to say something, write the word on the board and its translation in L1. In this way, students will have the terms available and eventually, by using the words on the board, they will learn them. You may want to point out that valuing others' ideas may lead us to learn interesting things and may foster others to continue sharing their good ideas, which is the starting point to having an open mind and achieve good communication with others. Have students compare answers with another pair before checking as a class. Elicit ideas and write them on the board. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 73 and answer the questions for Lesson 2.

Teaching Tips

Prepare flashcards with pictures of Cuernavaca, Tepoztlán, Tolantongo, and Tecolutla for next class.

Student's Book pages 65-67

Learners will ...

...build arguments to defend ideas and proposals.

You will ...

...motivate and give models to your students for them to:

- analyze expressions and strategies of persuasion (e.g., *Are you sure we...? That's quite a good idea, We really should go there, etc.*)
- reflect on ways to negotiate ideas and proposals (e.g., *I'm looking forward to... don't you agree? That's not good, It sounds fantastic, etc.*)

- share opinions.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 73.
- Use the Assessment Tool on page 75 of this guide to assess students' performance throughout the module.

Materials:

Pictures or flashcards

Class 1

Lead-in

Write the following questions on the board: *Have you ever been on a school trip? If so, where did you go? What was it like? Did you enjoy it? Why or why not?*

- Have different volunteer students read the questions and clarify meaning. Have students work in pairs and ask them to read all the questions and discuss them with their classmates. Walk around the pairs and provide assistance when you deem it necessary. Encourage students to use English to discuss. Once they finish, elicit answers from volunteer students. Tell students that in this lesson they will focus on a school trip.

have to do. In pairs, have students discuss the questions. Monitor and provide assistance. Have students check ideas with another pair before checking as a class. Elicit ideas from volunteer students. Tell students that they will learn about these places in the following activities.

Answers may vary.

Start

2 15 Read and listen to some friends discussing places for a vacation. Answer the questions.

Tell students that they are going to listen to a conversation between friends discussing places for a vacation. Explain that they have to read and listen, and then answer the questions. Direct students' attention to the questions and make sure students understand them. Play audio and individually, have students answer the questions. Ask students to underline the words they don't know as they read and listen. When they finish reading and listening, clarify any vocabulary they may not understand. Play the audio for a second time if necessary. Refer students to the Glossary on page 170 to clarify the meaning of words. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Set

1 Work with a partner. Discuss the questions.

Paste the pictures you prepared on the board and write the names of the places next to them. Ask students if they know the places. Have them say which places they see in the pictures. When they give you the correct answer, write it in the corresponding place. Ask students to look at the pictures on the board. Have them open their Student's Books to page 65. Direct students' attention to the questions and check comprehension. Explain that they can use the pictures to help them with ideas for their discussion. Model an example for students so they are clear on what they

Answers: a. Cuernavaca, Tepoztlán and Tolantongo Caves. b. Teopanzolco and Tepoztlán. c. Cuernavaca (swimming pools), Tepozteco (hostel with a pool), and Tolantongo Caves (river).

Class 2

Lead-in

With their books closed, put students into groups of three. Ask students to write a list of things they can remember from the conversation they listen to last class. Monitor and provide assistance. Elicit ideas from volunteer students. Explain that in this lesson, they are the ones who will plan a school trip.

3 Listen to the last part of the conversation and write the activities for each day.

Tell students that they are going to listen to the next part of the conversation between friends discussing places for a vacation. Ask students to open their Student's Books to page 66. Explain that they have to listen and write the activities for each day. Direct students' attention to the itinerary and check comprehension. Play the audio and individually, have students answer the questions. Play the audio for a second time if necessary. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: Day 1: We spent hours on the beach playing, swimming, relaxing. Day 2: We went to the Turtle Camp and freed turtles. Day 3: We went on a boat trip through the river and saw mangroves, some birds, crabs, and even a crocodile

Wrap-up

Put students into groups of three or four. Tell students to imagine they are planning a school trip together and need to choose a destination. Point out that they need to convince each other about where to go. Explain that they should all agree on the destination. Model an example for students so they are clear on what they have to do. In groups, have students choose a destination for a school trip. Monitor and provide assistance. Elicit ideas from volunteer students and write them on the board. Do a poll on the destinations the class would like to go to.

4 Complete the box with expressions from the dialogue in Activity 2.

In this stage, learners will analyze expressions of persuasion and reflect on ways to negotiate proposals. Write on the board the words *persuade* and *negotiate* and ask students if they know the terms. Ask volunteer students to share their answers and write the main ideas of each term on the board. Elicit times when students have to persuade or negotiate and have them share their experiences with the class. Refer students back to the conversation in Activity 2 on page 65. In pairs, ask them to underline the expressions used to negotiate and persuade. Ask students to open their Student's Books to page 66. Direct students' attention to the table in Activity 4. Ask them to copy the expressions they found in the table. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write the expressions on the board. Model pronunciation and have students repeat after you a few times, first as a class and then individually.

Answers: a. Don't you think we should...? b. Where would you like to go and why? c. (I think) Cuernavaca is a great option. d. What about Tepoztlán, instead? e. What about going to...? f. That's quite a good idea.

Do


5 Complete the discussion with language from Activity 4.

Ask students to open their Student's Books to page 66. Direct students' attention to the picture, elicit what

they can see. Direct students' attention to the discussion. Explain that they will have to complete it. Refer students back to the table in Activity 4 and ask them to use the expressions in the table to complete the discussion. Model an example for students so they are clear on what they have to do. Individually, have students complete the discussion. Have students check their answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board. In pairs, ask students to role-play the discussion. Encourage students to use their own ideas and not only the information in the discussion. Monitor and provide assistance, take notes on any common language problems learners have and use these to give feedback at the end of the activity.

Answers: a. Where should we go ... ? b. Don't you agree? c. What about ... ? d. That's quite a good idea, e. What do you say?

Share

6  **PROCESS** Work in groups. Imagine you are planning a two-day trip to Tecolotla. Discuss and negotiate the ideas below, and register your results on page 72.

Tell students that with this activity they will practice discussing and negotiating ideas, and that this will be useful practice for them to get ready to do the final product. Remind them what the final product is about: Discuss a travel itinerary. Direct students to the picture, elicit what they can see. Tell them this is one activity they can do in Tecolotla. Direct students to the list with other activities available in Tecolotla and check comprehension. Individually, ask students to check the ones they would like to do. Explain that using the options they checked and their own ideas, they need to discuss and negotiate a shorter list of activities they could do in an a two-day trip to Tecolotla with a partner. Refer students back to the box in Activity 4 and ask them to use the expressions there to discuss with their partners. Model an example for students so they are clear what they have to do. Monitor and provide assistance. Ask learners to go to the Product section on page 71 and locate step 3. You

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

Answers may vary.

Media Resources

Print or photocopy the *Planning a Trip (D)*

Communicative Expressions flashcards to plan a trip. Give each group a set of flashcards and have learners use them to prompt their negotiation.

7 Use your selected ideas to write your itinerary.

Draw students' attention to the itinerary. In pairs, ask students to write the itinerary based on their discussion in Activity 6. Monitor and provide assistance, make notes on any common language problems learners have and use these to give feedback at the end of the activity. You may want to do a class poll on the most popular activities.

Tell your learners to go to the Self-assessment on page 73 and answer the questions for Lesson 3.

Student's Book pages 68-70

Learners will ...

...listen and express pros and cons to come to an agreement.

You will ...

...guide, support and offer feedback for your students to be able to:

- emphasize words or alter volume to get an effect of impact (e.g., *The lake, definitely, The national park, you say?*)
- recognize emotions in the language to persuade.
- talk clearly and loud enough.
- interpret body language to detect emotions.

- organize agreements showing assertiveness.
- promote feedback.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 73.
- Use the Assessment Tool on page 75 of this guide to assess students' performance throughout the module.

Materials:

Cut-outs of emoticons

Class 1

Reader – The First Dictionaries



Second Reading

Explain to students that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud and monitor as learners perform the task individually. Let them compare their answers with a classmate. Have volunteers say the answers out loud.

Start

2. Listen to Sophie, Jenny, and their Mom and check (✓) the correct picture in Activity 1.

Direct students' attention to the picture and elicit what they can see. Tell students that they are going to listen to a conversation between a mother and her daughters deciding on a type of holiday. Refer students back to the pictures in Activity 1. Play the CD and have students check the correct picture. Play the CD a second time if necessary. Have students check answers as a class. Elicit answers.

Answers: b

3. Work in pairs. Listen again and discuss the questions.

Tell students that they are going to listen to the conversation. Direct students' attention to the questions and check comprehension. Play the Class CD and have students work in pairs to answer the questions. Play the Class CD a second time if necessary. Have students discuss answers before checking as a class. Elicit answers from volunteer students.

Answers a. To the Solitary lake in Ontario.
b. It is cold. c. You can explore the islands, go snorkeling, kayaking and fishing in the Sea of Cortés. d. It is more expensive. e. By finding a cheap package.

Set

1. Work with a partner. Discuss which of the following vacations you would choose.

Ask students to open their Student's Books to page 68. Direct students' attention to the pictures and elicit what they can see and which activities are represented. Explain that each picture represents a different type of vacation. Have students discuss in pairs which vacation they would choose. Elicit answers from volunteer students and ask them to justify their choices.

Answers may vary.

Lesson 4

4 Classify the sentences in the box in the right columns.

Write on the board: *Mom: Let's go to the beach. Sophie: I agree.* Ask if Sophie has the same opinion as her mom. Tell learners that when you have the same opinion as another person, it means you agree with that person. Elicit the opposite which is disagree. Direct students' attention to the sentences in the box and the columns in the table. Tell students they have to classify the sentences in the right columns. Model an example for students so they are clear on what they have to do. Individually, have students classify the sentences. Have students check answers as a class. Write a similar table on the board. Elicit answers from volunteer students and ask them to write their answers on the board.

Answers: Expressions to agree: a. Okay, okay, you win. b. I agree. c. Yes, definitely.
Expressions to Disagree: a. I'm not sure, Mom. b. Not at all.

Wrap-up

Explain to learners that you will say some ideas out loud for them to agree or disagree with you. Refer students back to the expressions in Activity 4. Say the following ideas in turns, but wait for learners to say if they agree or disagree before saying the next one. Say: *Let's make a party! Why don't we have an exam now? What about buying ice-cream for all? Let's finish the class now!* Put students into groups of three and ask them to take turns and do the same. Monitor and provide assistance.

Teaching Tips

Prepare cut-outs of emoticons or pictures with a clear facial expressions representing different emotions, for example: happy, angry, bored, tired, annoyed, etc. You will use this material for the Lead-in next class.

Class 2

Lead-in

Paste the cut-outs or pictures you prepared on the board. Elicit the emotions. Write the following on the board: *We're going to start the class.* Point to one of the cut-outs or pictures and ask students to say the sentence expressing that emotion. Repeat with two or three more sentences of your own. Tell students that today they will focus on the importance of stress and intonation to show our emotions.

5 Listen to the sentences. Underline the words that are stressed and circle the correct option below.

Ask students to open their Student's Books to page 69. Direct students' attention to the sentences and check comprehension. Explain that they will hear different people saying these sentences. Tell students they need to pay attention to the words the people stress. Model an example for students so they are clear on what they have to do. Play the Class CD and have students underline the words. Play the CD a second time if necessary. Have students check answers as a class. Direct students' attention to the rule and the options. Tell them to discuss in pairs and circle the correct option to complete the rule. Have students check answers with another pair before checking as a class. Elicit answers from volunteer students. Model pronunciation, then have students repeat after you a few times, first as a class and then individually. You can reuse your cut-outs and follow the same procedure for the Lead-in with the sentences in this activity.

Answers a. lake b. only c. definitely.
d. Please, please 1. different emotions and to create an impact.

Language

Draw learners' attention to the box. Ask them to read it. Have them tell the student next to them what they understood about what stressing a word means. Say a few fun examples like *I am the king* (stress king) or *You are my best friend* (Stress you). Elicit which word you stressed each time to check if they identified the stressed word.

6 Match the pictures with the sentences in Activity 5.

Direct students' attention to the pictures. Elicit how the people feel. Refer students back to the sentences in Activity 5. Tell them that they need to match the pictures with the sentences. Have students discuss and match the pictures with the sentences. Check answers as a class. Elicit answers from volunteer students.

Answers 1. d 2. b 3. c 4. a



The purpose of the questions is to help students reflect on the importance of stress and intonation in English. Direct student's attention to the questions in the Being a Learner Box and check comprehension. In pairs, ask students to discuss the questions. Monitor and help. Have students compare answers as a class. Elicit ideas from volunteer students. Point out that stress, intonation, and body language can affect the message of what we say. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Do

7 • Work in pairs. Read the sentences out loud stressing some words and using body language to convey emotions.

Ask students to open their Student's Books to page 70. Direct students' attention to the pictures. Elicit how the people feel. Tell students that they will practice saying the sentences to convey the feelings. Elicit how the people would say the sentences. Correct if necessary and model pronunciation. Have students

repeat each sentence a few times. In pairs, have students read the sentences out loud stressing some words and using body language to convey emotions. Monitor and help. Have students repeat the activity with a different partner and encourage them to express different emotions to the ones in the pictures. Monitor and provide assistance.

Media Resources

Print, photocopy, or display the *Traveling Around the World* poster for students to brainstorm more ideas about tourism.

Share

8 PROCESS Work in groups. Discuss the pros and cons of tourism. Follow the instructions.

Tell students that in this activity they will practice exchanging pros and cons and reaching an agreement and remind them this will help for the final product: Discuss a travel itinerary. Direct students to the instructions and ask them to read them and discuss them before starting their discussion. Make sure they understood clearly what they have to do. Tell them to read the pros and cons of tourism at the bottom of the page and check comprehension. Individually, ask students to add one idea to each category. In pairs, ask students to compare ideas and add their partner's idea to the list. Ask students to choose a position either for or against and write some notes to support their position. Monitor and help. Ask them to discuss and agree on whether tourism has more positive than negative aspects. Arrange the class in groups of three or four and ask them to take turns to express their position. Encourage them to make use of stress and body language. Monitor and help. Stop the discussion when all groups have reached some agreements. Ask learners to go to the Product section on page 72 and locate step 4. Have them write their agreements. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 73 and answer the questions for Lesson 4.

Student's Book

Materials: Information on websites, brochures, and published material about places to visit

Class 1

1 By this stage, learners will have looked for information about attractions and things to do in Bacalar, Quintana Roo, or any other place. They will have also agreed on useful sources of information and discussed some attractions and activities. Remind them that based on that work, they now have to make notes and write a list of attractions. Go around the class to monitor and help learners express their ideas. Have learners check their work with another group. Check as a class. Do a class poll on the attractions they would like to visit from the ones on the board.

2 Have students discuss their ideas within their groups. Make sure they actually write pros and cons in the chart. Help them with difficult vocabulary. Help them to use the language to express pros and cons they learnt in lesson 2. When they have finished their charts, ask them to go back to page 64.

3 Draw learners' attention to the instructions. Elicit what they have to do. Have them write their choices for the accepted and the discarded activities in the correct places. Set a time limit. Elicit some of the activities they accepted and some of the ones they discarded. Ask the rest of the class if they agree with their partners. There are not wrong or right answers. Ask students to go back to page 67, Activity 7.

4 Tell students to write their list of agreements in the space provided. Monitor and provide assistance. Have a representative from each group present their agreements to the class. As an alternative, ask the class to agree or disagree with their partners' agreements. Encourage them to do so in a polite way.

CONCLUSIONS

5 As a class, ask students to go back to steps 1 to 4 for them to remember what they did in each lesson. Elicit the kind of things they did and complement their ideas as necessary. Tell them they will now discuss some

reflection questions about their work in those steps. Arrange the class in groups of four. Draw students' attention to the questions. Ask them to read in silence, in order for them to start thinking on their answers. Ask students to take turns to answer each question and share their views. Monitor and help students with any doubts they may have. Encourage students to participate and listen to their classmates' views.

Class 2

CREATE

6 This stage is of utmost importance in the learning process of students, since previous lessons and steps in the product section are meant to prepare students for them to be able to discuss a travel itinerary. Students should now make their own decisions, use language and strategies learnt during the module, in order to collaborate with each other and show positive attitudes when discussing a travel itinerary. Arrange the class in groups of three or four. Ask them to open their Student's Books to page 72, Activity 6. Ask them to read the directions and elicit what they have to do. Elicit which of the activities they did in lessons 1 to 4 and product steps 1 to 4 they could follow in order to plan their travel itinerary. Ask learners to make decisions about these steps and make their own notes. Monitor and help students with any questions and doubts they may have. As an alternative, ask students to compare and share ideas with another group.

7 Have each group present their itinerary to the whole class. Have a class vote on the best place to go.

Self-assessment

Ask learners to read the *Reflect on your lessons* and *Final product performance* sections to think about what they did great and what they need to work on so they can decide what to answer on the *Set goals* section. Tell them to take out their portfolio binder to help them review their work if necessary.

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

Instructions:

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

Questions:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Notes: _____

5

Lesson	Achievements	Contents
1	Revise silent short films.	<ul style="list-style-type: none">• Recognize topic, purpose and intended audience.• Differentiate characters.• Distinguish non-verbal language used by characters.• Identify relation between scenarios, actions and sound resources.• Determine the nature of actions (funny, tragic, etc.).• Value the cinema as a means to reflect on emotions and experiences, people and their culture.
2	Understand the general sense and main ideas.	<ul style="list-style-type: none">• Anticipate general sense and main ideas.• Clarify the names of objects, actions and concepts.• Establish genre.• Get to know values and behavior in English-speaking countries.• Monitor oral comprehension.
3	Write lines and dialogues.	<ul style="list-style-type: none">• Propose sentences to complete lines and dialogues.• Briefly justify the choice of sentences for a dialogue.• Include examples, appropriate details and interesting information, using adverbs.• Use connectors to link sentences and/or reformulate expressions.• Describe motivations, hopes, desires, and/or ambitions, using expressions to shade them (e.g., You may..., It might..., etc.).• Order sentences into sequences to form dialogues.
4	Write lines and dialogues.	<ul style="list-style-type: none">• Propose sentences to complete lines and dialogues.• Include examples, appropriate details and interesting information, using adverbs.• Adjust verbal and non-verbal language according to a specific audience.• Adequate volume and speed.• Register lines and dialogues in a script format.• Perform dialogues.• Give and receive feedback.

Family and community

Programme

Compose dialogues and interventions for a short play about

Communicative activity

Revise exchanges associated with the media

Top 5 silent films of all time

Student's Book pages 75-77

Learners will ...

...examine silent short films.

You will ...

...use activities that allow students to get involved to:

- recognize topic, purpose and intended audience.
- differentiate characters.
- distinguish non-verbal language used by characters.
- identify relation between scenarios, actions and sound resources.

- determine the nature of actions (funny, tragic, etc.)
- value the cinema as a means to reflect on emotions and experiences, people and their culture.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 89.
- Use the Assessment Tool on page 91 of this guide to assess students' performance throughout the module.

Class 1

Lead-in

Write *silent films* on the board. Elicit from learners the concept of silent films. Arrange the class in small groups (of three or four learners each). Ask them to discuss the lead-in question on page 74 of this module. Go around the classroom to monitor their work. To check, elicit their ideas.

Set

1 Work with a partner. Look at the film scenes.

Match each scene to a genre in the box. There is one answer you will not use.

Write on the board movie genres: *comedy, romantic drama, horror, science fiction*. Ask different students to write the name of a movie under each genre. As a class discuss what each genre is about. Explain the meaning if necessary, *horror movies are films where unnatural or scary things happen; comedy movies are films where funny situations happen to the characters*. Have students open their Student's Books to page 75. Draw their attention to the pictures. Elicit what they can see in each scene. Ask them to work in pairs and match each scene to the correct movie genre. Elicit their answers.

Answers: a. comedy b. science fiction
c. horror

Start

2 Look at the website in Activity 3. Circle the best option to complete the statements.

Draw learners' attention to the website in Activity 3. Ask *What do you think the website is about? Old movies. How do you know? Because of the years of the movies. The design of the website looks old*. Have students read the text and elicit the important facts or events in the reviews. Ask *Who are the main characters in The General? Johnnie and Annabelle. Why can't Johnnie join the army? Because he's an engineer. What is Metropolis about? About a futuristic city*. Ask learners to read the statements and choose the correct options. Explain that silent films have no sound and no spoken dialogue. Have learners compare answers in pairs. Then elicit their answers and write them on the board.

Answers: a. silent films. b. silent films
c. silent films were preferred by readers.

3 Read the information on the website and write the genre of the film. Use genres from Activity 1.

Draw learners' attention to the text again. Tell them to identify key words in the text that may describe the genre of the movie. Refer students to the Glossary on page 170 to clarify the meaning of words. Ask questions to have students infer the genre from the context. Elicit the answers and write them on the board.

Answers: a. comedy b. science fiction
c. romantic drama d. horror

4 **Work with a partner. Read the film summaries again and discuss the questions.**

Ask learners to open their Student's Book to page 76. Draw learners' attention to the questions and elicit from them what type of words *tragic, funny, romantic, frightening, exciting* are (adjectives), and what we use them for (to describe people, things or objects). Have learners read the text again. Then, have them discuss the questions in pairs. Model with a learner the first question and ask follow-up questions. Monitor and help. To check, have volunteers share their ideas with the class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. Nosferatu, Sunrise b. The General
c. Sunrise d. Nosferatu e. Metropolis,
Nosferatu

Group learners in groups of three and have them discuss the questions. The purpose of the first question is to value the importance of silent films and their relevance in film history. Remind them of the descriptions they read in Activity 3 to support their answers. The second question allows learners to give their opinion. Encourage them to support their views with examples of films they have seen. Monitor. Help with any unknown vocabulary. Ask volunteers to share their views with the class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Do

5 **PROCESS Complete the setting and character columns of the table with information from Activity 3. Work with more movies on page 87.**

Draw learners' attention to the table. Tell them they will read the information on the website quickly and

identify the characters and the setting of the movies in the website. Have students look at the example *A train*. Ask *How do we know the setting of The General is a train? Because Johnnie is a train engineer.* Ask them to complete the first two columns. Ask learners to compare their answers in pairs. Elicit answers.

Tell the class that the product for this module is a script for a silent short film. Ask students to open their Student's book to page 87. Draw learners' attention to the table and the headings in each column. Tell them to complete the table with a silent film of their choice. They can choose any of the films introduced in Lesson 1 or another one they know. Monitor their work. Ask learners to compare their work in pairs and talk about the features in the films. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. a train; Johnnie Gray and Anabelle
b. A futuristic city in 2026; Freder c. A lakeside town; a woman from the city and a farmer
d. Transylvania; Thomas Hutter and Count Orlok

Wrap-up

Have learners discuss which films on the website they would like to watch and why. Encourage them to read the description of each film again and their answers to the questions in Activity 4 to elaborate their answers. Monitor their work. To check, ask volunteers to share their opinion with the class.

Class 2

Lead-in

With books closed, ask learners about movies they have read about in this lesson. Then, ask them what kind of sounds they expect to listen in a silent film if it is a comedy, a romantic drama, a horror story, or an action film. Elicit their ideas as a class.

Lesson 1



Ask learners *What is the relationship between music in the movies and the scenes and actions of the actors?* Explain that in the past, silent movies did not usually have sound effects. A live band or orchestra normally played while the audience watched the film. Occasionally, the musicians would try to emulate sound effects with their instruments (e.g. an explosion). Arrange the class in small groups and ask them to discuss the question and then draw some of the instruments they think were used in the past. Monitor their work. To check, ask volunteers to share their work with the class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

6 Listen to the sound effects. Complete the table in Activity 5 with the sound effects from the box.

Write on the board: *gun, animals, thunder, explosion, siren*. Elicit from students the sound effect each one of them may have. Say a sound effect and have different students come to the front and produce it as they mime the action it represents. E.g. Opening arms for an explosion. Have students open their Student's Books to page 76. Tell learners that they will listen to some sound effects and complete the last column in Activity 5. Draw their attention to the words in the box. Play the CD again and pause it after each sound effect for students to complete the table. Ask them to compare their answers in pairs. Elicit answers.

Answers: a. train whistling b. machinery
c. romantic piano d. screaming

7 Circle the best adjective to describe the attitude of the characters.

Ask learners to open their Student's Book to page 77. Draw learners' attention to the illustrations. Ask learners to tell you in which situations they feel *terrified, determined, happy, and hungry*. Provide examples. Tell learners they need to match each illustration to one of the adjectives. Have them do this individually and then ask them to compare their answers in pairs. Elicit answers and write them on the

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

Answers: a. determined b. happy
c. terrified d. hungry

Share

8 Work in pairs. Read the information from the website. In your notebook write the genre of the movie, its setting, characters, and type of music.

Ask students if they have ever heard about Charlie Chaplin. If so, have them tell you who he was. For those students who don't know him, explain that he was a famous actor and director who made silent films. Mention some of his films (*The Vagabond, Modern Times, The Dictator*) and ask students if they have seen one of his movies. Then tell them that they will read a short text about his film *City Lights* and take notes on the genre, the setting, the characters, and the type of music. Elicit answers. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: Genre: romantic drama Setting:
a city Characters: a homeless man and a
flower girl Type of music: romantic piano

9 Look at the scenes. Circle the correct option to complete the sentences.

Draw learners' attention to the scenes and the cue cards between each one. Explain to the class that they will circle the most appropriate adjective to complete each sentence. Tell them they need to pay attention to what is happening on each scene (the context) and the dialogue to then circle the best option to complete the sentences. Allow learners to work individually and then have them check their answers in pairs. Elicit answers.

Answers: a. distracted b. nervous c. beautiful
d. friends

Tell your learners to go to the Self-assessment on page 89 and answer the questions for Lesson 1.

Student's Book pages 78-80

Learners will ...

...understand the general sense and main ideas.

You will ...

...supervise and support your students for them to be able to:

- anticipate general sense and main ideas.
- clarify the names of objects, actions and concepts.
- establish genre.
- get to know values and behavior in English-speaking countries.
- monitor oral comprehension.

Assessment:

- Have students evaluate themselves by answering the self-assessment section in the student's book on page 89.
- Use the assessment tool on page 91 of this guide to assess students' performance throughout the module.

Materials:

Pictures of people who look angry, happy, worried, determined, terrified, hungry, sad and bored

Class 1

Reader – Silent Films**First Reading**

Put learners in pairs or groups. Ask them to open their Readers to cover pages 60-61. Draw learners' attention to the illustration or photos in it, and elicit what they think the text is about. Encourage students to use English. Read the activation question out loud and have them discuss it. Monitor. Elicit answers and write some of them on the board. Ask them to read the chapter individually, in groups, pairs or out loud. Have them answer the First Reading activities. Monitor and provide assistance.

Answers may vary.

Set**1 • Work in pairs. Look at the pictures and discuss the questions.**

Have students open their Student's Books to page 78. Draw learners' attention to the photographs. Point to the second picture and ask *Who is he?* Elicit *Charles Chaplin*. Remind students that you talked about this person in the previous class. Ask them about the other characters in the pictures. Have them work in pairs and answer and discuss the questions. If learners don't know who the actors are, tell them not to worry about that as they will find out about them in the lesson. For those students who know them, elicit what they know.

2 • Read the information and check your answers to Activity 1.

Tell learners to read the text individually and check their answers to Activity 1. Have them compare their findings in pairs. Elicit their answers.

Answers: a. Laurel and Hardy, Charles Chaplin, and Buster Keaton b. They were very famous in the 1920s c. Yes.

Start**3 • Work in pairs. Look at the scenes and discuss the questions.**

Draw learners' attention to the pictures. Ask them to discuss the questions in pairs. Elicit what they can see (two men and a woman). Ask *Do they look happy or angry? What do you think happened?* Have students make predictions on the pictures as they look at the characters' facial expressions to come up with ideas. Ask them to discuss the questions in pairs. Tell them they need to go around the classroom and monitor their work. Have some volunteer students come to the front and act the scenes out. Since it is a silent film, ask learners to point to the corresponding expression on the board as they role play the story. Check answers as a class.

Lesson 2

Answers: a. The men sell ice boxes. b. No
c. seller and potential buyer

4 Match the dialogues to the scenes in Activity 3.

Have students open their Student's Books to page 79. Tell learners they will match the dialogues a-e to scenes 1-5 in the previous activity. Point out that 5 and e go together and use this as a model for learners to see how the activity works. Have them match the dialogues to the scenes individually. Then, ask learners to check answers in pairs. Elicit answers from the class and write them on the board.

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



Arrange the class in groups of three or four. Ask them to discuss the questions in the box. Tell them not to worry about the answers since you will clarify the concept of door-to-door sales later. Elicit their answers and clarify the concept with the following information:

Door-to-door sales is a direct sales technique, where a salesperson visits houses of potential customers and tries to convince them to buy their products. Vacuum cleaners, other household products, and encyclopedias were commonly sold door-to-door. This type of selling has declined in recent years and has been replaced by email marketing and TV sales. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

5 Choose the best option to answer the questions about the scenes in Activity 3.

Draw learners' attention to the pictures of the scene in Activity 3. Tell them to analyze these in order to answer the questions selecting the most appropriate option. Ask them to answer individually and then compare answers in pairs. Elicit answers.

Answers: a. comedy b. both options

Wrap-up

Arrange the class in small groups and ask them to discuss if they would like to watch the film and why. Go around the classroom and monitor their work. Encourage them to justify their answer. For example: *I would like to watch this film because the characters are funny.*

Class 2

Lead-in

Greet the class and draw learners' attention to any of the scenes illustrated in Activity 3 and elicit from the class anything they can remember about the film. You can ask them what genre the film is, how many characters there are, and what the story is about.

6 Match the questions to the appropriate answers.

Show the pictures of the people expressing moods you prepared in advance. Ask students *How do you think the people in the pictures feel?* Say *He may be angry* (as you point to the person who has the angry expression) *She might be hungry* (as you point to the person who looks hungry) and write the sentences under the pictures. Underline the words *may* and *might* and tell students that these modal verbs are used to express possibility. Have students write sentences for the rest of the pictures using these modal verbs. Ask students to open their Student's Books to page 79 and have them match the questions to the correct answers. Ask them to compare answers in pairs and elicit answers to write them on the board.

Answers: a. 3 b. 2 c. 1 d. 4

Do

7 Work in pairs. Analyze the questions in Activity 6 and answer the questions in your notebook.

Have students open their Student's Books to page 79. Draw learners' attention to the questions in Activity 6 and tell them they need to analyze these in order to answer the questions in Activity 7. Tell them to underline the key words in the questions (for example:

“describe a scene” in question a) to identify the question that includes the word scene in Activity 6. Ask learners to work in pairs and then compare their answers with another pair of learners. Monitor their work. Elicit answers.

Answers: a. d b. a c. c d. b

8 • Read the sentences and complete the statements with the words in bold.

Draw learners' attention to the three sentences. Tell them to pay attention to the words in bold to complete the rules. Ask learners to compare their answers in pairs. Elicit their answers and write them on the board. Then ask questions to review the meaning or the concept of the modal verbs *may* and *might*. For example: *Are we sure that they sell products? Is this a possibility? Do we use “may” or “might” when we're sure about something?*

Answers: a. might / may b. I think

Share


9 • **PROCESS** Work in pairs. Write the number of the scene next to its description.

Draw learners' attention to the scenes illustrated. Ask *What do you think they are doing? What do you think is happening?* Elicit answers. Tell learners these are the same characters from previous activities but this time they are selling something different. Arrange the class in pairs. Tell them they need to analyze the scenes in order to match them to the descriptions. Draw learners' attention to the example. Have learners work individually to then compare answers in pairs. Monitor their work. Elicit answers.

Remind learners of the product for this module: A script for a silent short film. Ask learners to go to page 87. Allow learners to continue working in pairs. Tell the class that now they will produce more description for the film they chose in Activity 1. To demonstrate the activity, describe one of the silent films introduced in Lesson 1 using the questions listed in this activity. This will help learners organize their ideas when they describe the film to their classmates.

Ask learners to take turns to narrate the film. Monitor their work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. 2 b. 1 c. 4 d. 3

 Arrange the class in small groups of three or four learners. Draw their attention to the box. Demonstrate the activity by describing a scene of a funny film. Ask them to take turns to name a film and describe a scene. Go around and monitor their work. To check, have volunteers share the films they talked about with the class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

10 • Work in pairs or in groups of three to act out one of the scenes in this lesson.

Arrange the class in pairs or groups of three. Ask learners to choose a scene in this lesson and decide which character they will play. Have learners identify the intention of the characters and feelings involved to imitate them. Monitor their work. Rearrange the class in groups of four to six and ask them to act out the scene for their classmates. Ask the class which scene was the funniest or which group of learners acted out the scene more vividly.

Answers may vary.

Teaching Tips

Divide the class into two teams. Have a volunteer student from each team come to the front. Whisper a feeling in his or her ear (so the rest of the class don't hear). They have to make facial expressions to represent each emotion for their team to guess. The first team to shout out the correct answers *He might be (feeling)/ She may be (feeling)* wins a point. The team with the most points wins.

Tell your learners to go to the Self-assessment on page 89 and answer the questions for Lesson 2.

Student's Book pages 81-83

Learners will ...

...write lines and dialogues.

You will ...

...encourage your students for them to be able to:

- propose sentences to complete lines and dialogues.
- briefly justify the choice of sentences for a dialogue.
- use connectors to link sentences and/or reformulate expressions.
- order sentences into sequences to form dialogues.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 89.
- Use the Assessment Tool on page 91 of this guide to assess students' performance throughout the module.

Class 1

Lead-in

Play hangman to introduce the topic of this lesson (science fiction films). Arrange the class in large groups to take turns to guess the titles of very famous science fiction films. After guessing three or four titles of films, ask them what the lesson will be about. Elicit their answers.

Set

1 Discuss the questions as a class.

Have students open their Student's Books to page 81. Depending on the number of learners in your class, ask them to discuss the questions: you can arrange the class in groups of four or five if you have a large class. Explain that sci-fi movies are fiction films with a scientific and visionary story. Encourage them to participate and give examples of films and characters in science fiction films and what they are about. Provide examples. To check, elicit their ideas or ask volunteers to share their answers.

Answers: a. futuristic scenarios developed thanks to scientific discoveries b. scientists, robots, aliens, cyborgs, evolved humans

Start

2 Work in pairs. Look at the scenes and discuss the questions.

Draw learners' attention to the scenes of the silent film. Explain to learners that they will work in pairs this time. Ask them to discuss the questions below the scenes. Encourage them to use the language seen in previous lessons. Model the first question *What do you think the movie is about? It might be about an expedition to another planet.* Go around the classroom to monitor their work. You may need to help them with unknown vocabulary to describe the scenes.

Answers: a. a group of people traveling to another planet b. Science-fiction c. The first two scenes occur somewhere on the Earth. The two last scenes occur on another planet d. human scientists, aliens e. In the first scene, a scientist is talking to a group of people. In the second scene, there are people working on a spaceship. In the third scene, the spaceship lands on a different planet. In the last scene, the humans are captured.

3 Read the descriptions of the scenes and check your answers to the questions in Activity 2. Match the descriptions to the scenes in Activity 2.

Explain to learners that they will now read descriptions of the scenes in Activity 2. Read the example out loud and focus learners' attention on the word *first* and the number 1. Ask *Can we see a scientist*

Class 2

talking to other scientists in picture 1? Yes, he is showing a map of the universe. Refer students to the Glossary on page 170 to clarify the meaning of words. Ask them to match the rest of the sentences to the scenes individually. Then, have learners compare their answers in pairs. To check, elicit from learners the answers and write them on the board.

Answers: a. 1 b. 4 c. 3 d. 2

4 Look at the words in bold in the descriptions in Activity 3 and answer the questions.

Have students open their Student's Books to page 82. Ask learners if they noticed the words in bold in each description. Elicit from them what they think their function is in the sentence. Write key words next to or underneath each connector to help them associate the use of the linker. Say *First is connected to number 1. Suddenly the Martians appeared (unexpected action). Then (used for an event that follows a previous one) a group of scientists built a space capsule. We infer it was the same group of scientists who were having a discussion at the beginning of the story.* Arrange the class in pairs and ask them to answer the questions using the statements in Activity 3. The intention is to help learners notice the language (connectors) and their use. Elicit answers.

Answers: a. first b. then c. suddenly

Wrap-up

To wrap this class up, arrange the class in small groups and ask them to discuss if they would like to watch the film and why. Monitor their work. Encourage them to justify their answer. For example: *I would like to watch this film because I like science fiction films.*

Lead-in

To reintroduce the topic of the lesson, ask learners what they recall about the science fiction film and what happened when the scientists got there. Ask them how they would feel if they were in a similar expedition. Elicit from learners their ideas.

5 Write the scene from Activity 2 for each of the lines of dialogue below.

Have students open their Student's Books to page 82. Read the example out loud and ask *What is happening in scene 4? Martians captured the scientists.* Tell students that the expression scientists may say is *Oh no!* Ask them to read the dialogue in each card and match them up with the scenes in Activity 2. You can ask learners to work individually or in pairs. Monitor their work. Elicit the answers from the class.

Answers: a. scene 2 b. scene 3 c. scene 4
d. scene 1

6 Work in pairs. Tell your partner about a scene from your favorite movie. Use the sequencing words from Activity 4.

Model the activity by writing about your favorite scene of a movie on the board: *My favorite movie is... My favorite part starts when... (introduce the scene) First the main character (name)... Then she (second event) Suddenly... (an unexpected turn of the events in the story).* Ask learners to think of a movie and their favorite scene. Allow some time to remember any important details to then write sentences using the ones from the board as a model. Arrange the class in pairs and ask them to take turns to describe the scene. Go around the classroom to monitor their work. To check, ask volunteers to share their favorite scenes with the class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

Do

7 Look at the scenes that come after those in Activity 2. Complete the description of each scene.

Use the words in the box.

Remember that in this stage learners have the chance to practice using the language or strategies revised in previous activities. Tell students that they will look at the end of the story about the scientists and the Martians. Have students look at the pictures and ask *What do you think might happen?* Elicit answers. *Martians might kill the scientists. The scientists might escape.* Draw learners' attention to the scene descriptions and have them complete the sentences with the correct connector from the box. Have them compare their answers in pairs. To check, elicit from learners the answers and write them on the board.

Answers: a. First b. Suddenly c. Then

Share

8 Work in pairs. Write a line of dialogue for the scenes in Activity 7.

Have students open their Student's Books to page 83. For this activity, arrange the class in pairs. Then, explain to the class they will write lines of dialogue for each scene in Activity 7. Ask *What do you think is the Queen saying in scene 5?* Elicit answers. *She may be asking his soldiers to kill them. Say What will the dialogue be?* Elicit *Take them to the fire. / Hang them up.* Have students come up with any ideas for scene 6. Tell learners they need to justify their ideas when they present their work to another pair of learners. Monitor their work while you go around the classroom. To check, have volunteers write the lines of dialogue on the board and elicit learners' opinion.


Answers may vary.

Media Resources

Print or photocopy the *Talking about likes and dislikes* (C) Communicative Expressions flashcards to talk about likes and dislikes. Give each group a set of flashcards.



Arrange the class in groups of three or four. Draw learners' attention to the box and ask them to take turns to discuss the questions. The type of questions will enable learners to share their views on science-fiction films. Tell students that the abbreviation of the word science fiction is sci-fi. Monitor their work. To check, have volunteers share their answers with the class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

9  PROCESS Work in pairs. Choose a movie you like. Write your ideas about the characters and what happens. Use your notes to write a two-line dialogue on page 87.

Arrange the class in pairs. If possible, pairing them up with a classmate they haven't worked with. Ask them to choose a movie they both like and know well. Then, ask them to describe briefly the characters and what happens in the movie. Monitor their work. Help them with unknown vocabulary. To check, you can rearrange the class in groups of four to have learners present their work to another pair of classmates. Then, remind them what the final product is about: A script for a silent short film. Ask the class to go to page 87. Explain to learners that now they are ready to write a two-line dialogue of the film they chose. Ask them to select a scene and write a two-line dialogue. Monitor their work. Ask learners to exchange their work with another pair of students and give their opinion about the film and the scene they chose. Remind learners to share their views respectfully. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

Tell your learners to go to the Self-assessment on page 89 and answer the questions for Lesson 3.

Student's Book pages 84-86

Learners will ...

...write lines and dialogues.

You will ...

...encourage your students for them to be able to:

- include examples, appropriate details and interesting information, using adverbs.
- adjust verbal and non-verbal language according to a specific audience.
- adequate volume and speed.
- register lines and dialogues in a script format.

- perform dialogues.

- give and receive feedback.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 89.
- Use the Assessment Tool on page 91 of this guide to assess students' performance throughout the module.

Class 1

Reader – Silent Films



Second Reading

Explain to students that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud and monitor as learners perform the task individually. Let them compare their answers with a classmate. Have volunteers say the answers out loud.


Set

1 Discuss the questions.

Remember that the purpose of this stage is to activate learners' previous knowledge and establish the context of the lesson. Have students open their Student's Books to page 84. Depending on the number of learners in your class, ask them to discuss the questions in pairs or small groups of three or four learners. Go around the classroom and monitor their work. Encourage them to participate and elaborate their answers by giving examples when relevant. To check, elicit their ideas or ask volunteers to share their answers.

Answers may vary.

Start

2  **Listen to and read the rehearsal scene.****Check (✓) the best option to complete the statements.**

In this stage, learners are guided towards language patterns as well as textual features. For this activity, explain to the class they will read and listen to the rehearsal of a scene. Play the CD and ask students to read as they listen. Then ask *What kind of movie do you think this scene is from?* Elicit *romantic drama*. Ask *How do you know? Because of the characters (a girl and a boy)*. Elicit their names and what they have to do in the scene. Refer students to the Glossary on page 170 to clarify the meaning of words. Then, play the CD again and ask learners to choose the best option to complete the statements individually. Have learners compare their answers in pairs before you check answers as a class.

Answers: a. two main characters b. man and a woman at a party.

Teaching Tips

To facilitate listening or reading activities, select some relevant vocabulary and teach it before setting any listening or reading activities. You can teach a word or a phrase. Words that may be difficult to understand in the rehearsal scene are: *hold a glass*, *(to be) pleased*, *to be by (your)self*, *to nod*, *to roll (a scene)*. Make sure the meaning is clear.

Lesson 4

3 Listen again and circle True or False.

The purpose of this activity is to extract specific information in a conversation. Have students open their Student's Books to page 85. Have learners read the statements in silence before you play the recording. Give students some listening strategies such as making notes on important events, key words or inferring the meaning of words from context. They can also pay attention to the intonation and stress of the speakers to help them understand what they hear. Play the recording once and ask learners to compare their answers in pairs. You may need to play the recording again if necessary. To check, elicit the answers and write them on the board.

Answers: a. False b. True c. True d. False
e. False

4 Don't look at the conversation and decide to whom the director makes the comments. Write actor or actress. Read the dialogue in Activity 2 again to check your answers.

The purpose of this activity is to draw learners' attention to adverbs of manner. Explain to students that they have to read the director's instructions to the actors and decide whether the instruction is given to the actor or the actress. Have them focus on keywords such as *lady*, *drinking*, *walk slow* and remember who was the person performing those actions. Ask them to complete the lines individually and then compare their answers in pairs. To check, elicit their answers orally. Then, ask learners to identify the words in italics in the speech bubbles and ask them what these words are used for (to express the manner or the way we do something).

Answers: a. actor b. actress c. actress
d. actress

Wrap-up

Arrange the class in small groups and ask them to discuss which job is the hardest: to work as an actress/actor or as a director of a film. Tell the class they need to justify their ideas. You can demonstrate

the activity by saying, "in my opinion, a director of a film has the hardest job because he needs to give very clear instructions to others". Go around the classroom to monitor their work. Encourage them to elaborate their ideas when necessary.

Class 2

Lead-in

To reintroduce the topic of the lesson, draw learners' attention to the illustration in Activity 4 and ask learners what the film was about. Then, ask learners to identify any words in italics in the sentences. Elicit answers and write examples on the box. This will be useful to focus on the language revised in the following activities.

Do

5 Complete the table using the words in the box. Then study the adjectives and adverbs and complete the rules.


For this activity, arrange the class in pairs or small groups of three or four learners. Have students open their Student's Books to page 85. Draw learners' attention to the table and box. Remind them that adverbs are words used for expressing the manner or the way we do something. Tell them that we form an adverb by adding *-ly* to an adjective. Write on the board some examples: *quick-quickly*, *slow-slowly*. Explain that some adverbs have the same form as the adjective: *fast-fast*, *hard-hard*; and some other change completely: *good-well*; *angry-angrily*. Elicit from students the difference between the two pairs of words. Tell students that adjectives that end in *y* change the *y* for an *i* and add *ly* in the adverb version. Have students complete the second column with the correct adverb. Then fill out the third column as a class. To check, you can reproduce the table on the board and ask volunteers to complete it.

Answers: a. quietly b. politely c. gracefully
d. fast e. well f. angrily 1 -ly 2 -l 3 -y

6 Complete the director's notes by changing the adjectives in parentheses to adverbs that describe how characters need to act. Follow the rules to form adverbs from the table in Activity 5.

The purpose of this activity is to give learners the opportunity to practice using adverbs of manner to complete the description of a scene. Tell the class they will work individually. Have students open their Student's Books to page 86. Draw learners' attention to the description of the scene and the words in parentheses after each gap. Ask learners to complete the gaps by forming the adverb from the adjective in parentheses. Have learners compare their answers in pairs before you check as a class. Elicit the answers and write them on the board.

Answers: a. quietly b. confidently c. nervously

7  **PROCESS** Follow the instructions to write a script for a film of your choice on page 88.


Remind learners of the product of this module: A script for a silent short film. Tell them that now they will use the instructions to write the script of the movie they chose. Ask the class to go to page 88 and draw learners' attention to the instructions they will follow to write the script. Ask volunteers to read the instructions out loud. To demonstrate the activity, you can ask learners to check the director's notes in Activity 6. However, tell learners that the script should also contain the lines they wrote for the scene they selected in Activity 3 of the Product Lesson. Monitor their work. Help learners with vocabulary to describe actions or body language. Arrange the class in small groups. Ask learners to exchange their work and give their opinion about the script. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

Media Resources

Print or photocopy the Communicative Expressions flashcards to talk about sequencing events. Give each group a set of flashcards.

Share

8  Prepare lines of dialogue to display on cue cards. Assign roles, rehearse the scenes, and perform for the class.

Make sure learners have finished the script of the scene before giving instructions for this activity. Explain to the class they will now write cue cards to display while they perform the scene to the class for them to remember their dialogue. Remind them of the cue cards they have seen and/or produced in previous lessons, and ask them to check them before they produce the new cue cards. Monitor their work. Tell students to include any adverbs in parenthesis or written in a different color in their dialogues so they know what physical gesture or facial expression they have to make as they say their lines. With cue cards ready, ask learners to rehearse the scene before they perform it to the class. Read the suggestions for the Being a Learner box below. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 89 and answer the questions for Lesson 4.

Answers may vary.



The purpose of this box is to encourage learners to reflect on paralinguistic features such as speed, volume and tone of voice. Draw learners' attention to the questions in the Being a Learner box. Ask them to discuss the questions as a group (working with the same classmates they have worked with to do Activities 7 and 8). Go around the classroom while you monitor their work. Then, elicit their answers as a class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Student

Materials: information on websites, published material about silent movies, props, cue cards.

Class 1

1 By this stage, learners will have filled in the table with a movie of their choice. Arrange the class in groups of three or four to compare their answers but this time ask them to discuss why they chose that film, when they saw it for the first time and what their favorite scene is. Monitor and help if necessary. To check, have volunteers share their views with the class.

2 Arrange the class in groups of four. By now, learners have already narrated the film with the cue questions listed below. Thus, have them discuss which details are the most important in the film: the events, the feelings, and the ending. Monitor their work.

3 By this stage, learners have created a two-line dialogue. Arrange the class in groups of four and ask them to act it out for their classmates. Remind learners to be respectful about their classmate's work. This can promote collaborative work but do remind them of being polite when helping others. Go around the classroom and monitor their work.

4 By this stage, learners have written a short script to be acted out in Lesson 4. Therefore, it's time for them to reflect informally on their performance. Ask the class how they felt about writing the script, and if the process was easy or not so easy to follow.

CONCLUSIONS

5 Tell the class they will now work in groups to answer the questions. Draw their attention to the questions and ask them to read them in silence. Then, ask them to share their answers by taking turns to answer each question. Stress the importance of sharing their views on the task and the information they gathered. Monitor their work. Encourage them to participate and listen to their classmates' views.

Class 2

CREATE

6 This stage is of utmost importance in the learning process of students, since previous lessons and steps in the product section are meant to prepare students for them to be able to prepare a new script about another silent film. Ask the class to open their Student's Book to page 88, Activity 6. Ask them to read the instructions and elicit what they have to do. Elicit which of the activities they did in lessons 1 to 4 and product steps 1 to 4 they followed in order to write a script. Arrange the class in groups of three or four. Ask them to go over the steps they followed previously to decide which steps and strategies they will apply to write the new script. Monitor their work. Ask them to help each other during the process and listen to their classmates' ideas respectfully when working together. Ask learners to exchange their work with another group to give their opinion about the film they chose, the scene, dialogue, and the script.

7 This activity is meant to be conducted as a whole-class activity. Yet, in larger groups, you may consider arranging learners in groups of ten to fifteen so that they have the opportunity to act out their films. Ask learners to prepare props to be used during their performance and allow learners to eat popcorn to evoke the cinematic experience.

Self-assessment

Ask learners to read the *Reflect on your lessons* and *Final product performance* sections to think about what they did great and what they need to work on so they can decide what to answer on the *Set goals* section. Tell them to take out their portfolio binder to help them review their work if necessary.

Student's name _____ Date _____

1. Read this memo and circle the correct alternatives.

(10 points, 1 each)

World Communications Studios
April 14th, 2017

To: Michael Green, Sound Producer
From: Peter Gordon, Executive Producer

We have silent films that have been in our archives since they were made, and we have chosen several of the best ones to re-release with sound. Please contact actors to read scripts. I would like to start with *Danger in Dillon*, as that was a very popular film. I am attaching the script so that you can send it to the actors. Let me know as soon as the actors are ready to do the dubbing.

- | | |
|---|--|
| 1. Who wrote the memo?
a. Michael Green b. Peter Gordon | 6. Where are they?
a. in the studio b. in the archives |
| 2. Who works with sound?
a. Michael Green b. Peter Gordon | 7. What does the producer want to add?
a. color b. sound |
| 3. When did they write the memo?
a. in 2017 b. in 2011 | 8. Who needs to be contracted?
a. actors b. sound engineers |
| 4. What month was it?
a. April b. June | 9. Why do they start with <i>Danger in Dillon</i> ?
a. It was expensive. b. It was popular. |
| 5. What kind of films do they have?
a. horror films b. silent films | 10. Who is going to send the script to the actors?
a. Michael Green b. Peter Gordon |

2. Listen to the conversation and choose an appropriate word.

(4 points, 1 each)

confident determined confused excited

- a. At the beginning the actor is a bit (1)
b. The director is (2) _____ and (3)
c. The actress in the end sounds a bit more (4)

3. Unscramble the questions.

(6 points, 3 each)

- a. you / think / silent / What / do / films / about / ?
b. like / movie / see / to / Which / would / you / ?

Score: (_____ / 20 points)

Module

6

Lesson	Achievements	Contents
1	Select and revise classic tales.	<ul style="list-style-type: none"> Propose realistic learning goals. Recognize textual and graphic organization. Identify author(s). Activate previous knowledge about narration elements. Recognize topic, purpose and intended audience. Agree on selection criteria with others.
2	Understand the general sense and main ideas.	<ul style="list-style-type: none"> Anticipate content based on graphic and textual components. Use different comprehension strategies (e.g., <i>adjust speed of reading</i>, <i>self-questioning</i>, etc.). Recognize general sense and locate key events. Determine number and order of key elements. Value reading as a leisure activity.
3	Compare variants of pronunciation and writing.	<ul style="list-style-type: none"> Classify sounds represented by different letters: uncommon clusters of letters which are absent in their mother tongue (<i>ee, gh</i>, etc.). Consider differences between British and American spellings (<i>-our / -or, -re / -er</i>, etc.). Monitor own strengths and those of others.
4	Express key events orally. Rewrite key events.	<ul style="list-style-type: none"> Contribute with observations and points of view. Express personal reactions and opinions about events. Promote respecting others' opinions. Recount events based on illustrations. Make questions to locate specific information (e.g., <i>How often ... ?</i>, <i>Who was the first ... ?</i>, <i>When did she ... ?</i>). Express in progress and past actions (e.g., <i>They were ... They had not/hadn't been ... watching</i>, etc.). Explain strategies used. Remember and use repertoires of words and expressions. Rewrite sentences and key events. Sequence events. Exchange texts to check conventions.

Recreational and literary

Social practice
 Read classic tales
Communicative activity
 Literary expression

Student's Book pages 91-93

Learners will ...

...select and revise classic tales.

You will ...

...provide your students with a variety of opportunities for them to be able to:

- propose realistic learning goals.
- recognize textual and graphic organization.
- identify author(s).
- activate previous knowledge about narration elements.

- recognize topic, purpose, and intended audience.
- agree on selection criteria with others.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 105.
- Use the Assessment Tool on page 107 of this guide to assess students' performance throughout the module.

Materials: Flashcards, classic stories books

Class 1

Lead-in

Play hangman to get classic tales. Draw a blank line for each letter of the words. Have learners guess your words letter by letter. When learners guess a letter, fill it into the blank(s) where it occurs. Draw part of the hangman when the learners guess incorrectly. When they have guessed, elicit classic tales they know. Put students into groups of three. Ask students to open their Student's Books to page 90. Direct students to the lead-in opening question. In pairs, tell them to take turns to ask and answer the question. Monitor and provide assistance. Elicit answers from volunteer students. Explain that in this lesson they will focus on classic tales.

Answers: a. King Arthur and Merlin the magician, Aladdin and the genie and Rapunzel.
b. Answers may vary. c. King Arthur is based on a legend.

Start

2 Check (✓) the common elements of classic tales.

Tell students that they are going to focus on common elements of classic tales. Direct students to the list of elements and check comprehension. Explain that they have to check the elements that are characteristics of classic tales. Model an example for students so they are clear what they have to do. Write on the board: *fantasy world, real world, magical objects, in the present, in the past, happy ending, sad ending, prince and princess, common people, mythical creatures, characters with magic powers, animals can't talk*. Have different students come to the board and circle the elements of classic tales. Individually, have students do the task in Activity 2. Students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a, d, e, f, h

Set

1 Work in pairs. Look at the pictures and answer the questions.

In this stage, learners will activate previous knowledge about narration elements. Ask students to open their Student's Books to page 91. Direct students to the pictures and ask: *Do you like fairy tales or legends? Which ones do you know?* Elicit answers. In pairs, have students answer the questions. Monitor and provide assistance as learners may not know the names in English. Students check answers with another pair before checking as a class. Elicit answers from volunteer students and write them on the board.

3 Read this story and complete the graphic organizer on page 92.

In this stage, learners will identify author, topic, purpose and intended audience, as well as recognize

textual and graphic organization. Talk about a story students may know, *Cinderella*. Ask *What is Cinderella about? About a girl who is treated like a servant by her evil stepmother and stepsisters. Who are the main characters? Cinderella, the stepmother, stepsisters, the fairy, and the prince. When does the story take place? In the Middle Ages.* Write beginning, middle and end on the board. Ask *What happens in the beginning, middle and end?* Elicit answers and have students write them under the correct word. *Cinderella lives with her stepmother and stepsisters. Then, she meets a prince at a Royal Ball. At the end, the prince marries Cinderella.* Ask students to open their Student's Books to page 92. Direct students to the graphic organizer and check comprehension. Refer students back to the previous page and direct students to the story. Explain that they have to read the story *The Princess and the Pea* and complete the graphic organizer. Model an example for students so they are clear what they have to do. Individually, have students read the story and complete the graphic organizer. Refer students to the Glossary on page 170 to clarify the meaning of words. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a. Hans Christian Andersen.
 b. A prince, a queen, a princess, girls.
 c. a kingdom d. **Beginning:** The prince is sad because he can't find a true princess. **Middle:** A beautiful girl but with horrible appearance says she's a princess. The Queen proves the girl is a real princess. **End:** The prince and the princess get married and live happily ever after.

4 Work in pairs. Answer the questions about the text in Activity 3.

Ask students: *What is the problem in the story of Cinderella? How is it solved? What is the theme or message of the story?* Elicit answers and write them on the board. Refer students back to the story of *The Princess and the Pea* on page 91. Explain that they have to answer the questions based on the story they read. If necessary, individually ask learners to read the story again. In pairs, ask students to answer the questions. Students check answers with another pair before

checking as a class. Elicit answers from volunteer students and write them on the board.

Suggested answers: a. There is a lonely prince that wants to marry a real princess, but there was none. b. The Queen puts a pea under the mattress. The princess felt it and this proved she was a real princess. c. First impressions are not always correct.

Wrap-up

Ask learners if they have seen a situation in which someone is misjudged for their appearance. Recall that in the story the princess did not look well because of the rain and the wind. Allow some participation. Ask if it is a good idea to judge people on first impressions. Lead the discussion to the idea that by doing so, you may be losing a great opportunity to get to know the best of a person.

Teaching Tips

Next class, bring some pictures or flashcards of the following people and elements: *a princess, a mermaid, a wizard, a King, a soldier with an armor, a god fairy, a prince, a carriage, a car, the sea, a castle, the woods, the mountains, a village, a city.*

Class 2

Lead-in

Tell students that they are going to have a competition. Put students into groups of three. Explain that they need to write a list with as many classic tales as possible, and they will get one point for each name on their list, but that if another group has the same name on their list, no points will be awarded. Monitor and provide assistance. Keep track of the points the students get on the board. Elicit ideas from volunteer students. The group with the most points at the end wins.

Lesson 1

Do

- 5** **Work in pairs. Think of a story you know. Take turns asking and answering the questions and make notes.**

Ask students to open their Student's Books to page 92. Direct students to the questions and check comprehension. Tell students to choose one classic tale they know well to answer the questions. Provide different options and elicit from students what each story is about. *What classic tales do you know? Hansel and Gretel, The Little Mermaid, Little Red Riding Hood, Rapunzel. What is Hansel and Gretel about? About two kids who get lost in the forest.* Give them a short time to choose one. When students have chosen their classic tale, explain that they have to work in pairs and take turns asking and answering the questions. Direct students to the space for notes. Explain that they need to make notes based on their partner's answers. In pairs, students take turns asking and answering the questions and making notes. Monitor and provide assistance. Elicit answers from volunteer students. As an alternative, pair students with a different classmate and repeat the activity, ask students to make the notes in their notebooks this time.

Answers may vary.

Share

- 6** **PROCESS** **Complete a graphic organizer with information about your favorite classic tale and follow the instructions. If you don't remember the author, leave the space and look it up later.**

Direct learners' attention to the graphic organizer and elicit the sections it has (title, author, characters, settings, and plot). Model the activity by telling learners what you would write in each of the sections. Set a time limit and have students complete the organizer with information about their favorite classic tale. Monitor and provide assistance as necessary. Have students work in small groups and take turns to read the information in their charts except the title. The other students in the groups should guess the title. Now, elicit other famous classic tales learners know very well. Have learners read instructions a to c and

elicit what they have to do. Remind them to use a different classic tale to the one they chose in the previous activity. Ask learners to go to page 103 and make their organizer.

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

Answers may vary.

Tell your learners to go to the Self-assessment on page 105 and answer the questions for Lesson 1.

Teaching Tips

Place the pictures or the flashcards of the places you prepared in advance for this class on the board. Ask students to write down ideas about the place and predict what is going to happen today in the town, mountains, etc. Next, say "perhaps" to their suggestions and then begin to add a character to the scene. Elicit from the students information and questions about the person. Keep adding characters and new settings and letting students discuss possibilities and changes for the story. After that, ask students to write a story about the scenes in groups. Ask them to describe the environment and atmosphere in the beginning, then the characters and the plot in the middle and decide on a happy end. When the students complete their stories, have a volunteer student from each group come to the front and tell their stories to the rest of the class.

Student's Book pages 94-95

Learners will ...

...understand the general sense and main ideas.

You will ...

...show your students various models for them to understand how to:

- anticipate content based on graphic and textual components.
- use different comprehension strategies (e.g. *adjust speed of reading, self-questioning, etc.*)
- recognize general sense and locate key events.

- determine number and order of key elements.
- value reading as a leisure activity.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 105.
- Use the Assessment Tool on page 107 of this guide to assess students' performance throughout the module.

Class 1

Reader – Black Beauty



First Reading

Put learners in pairs or groups. Ask them to open their Readers to the cover pages 74-75. Draw learners' attention to the illustration or photos in it, and elicit what they think the text is about. Encourage students to use English. Read the activation question out loud and have them discuss it. Monitor. Elicit answers and write some of them on the board. Ask them to read the chapter. Have them answer the First Reading activities. Monitor and provide assistance.

Answers: a. A short story that teaches a moral lesson. b. Animals. c. Answers may vary, but learners may identify the three fables: The Grasshopper and the Ant; The Turtle and the Hare; The Goat and the Fox.

Start

2 Read this story and answer the questions on page 95.

In order for learners to use different comprehension strategies, follow the next steps. Before reading the fable, direct students to the title and the image of the story. Ask them to make predictions about the story. Ask *What do think the story is about? How does the lion look in the picture? Is he worried or sad?* Elicit ideas from volunteer students and write them on the board. Have students read the story quickly and check if their predictions were right. Ask students to open their Student's Books to page 95. Direct students to the questions and check comprehension. Refer students back to the story on page 94. Have students read the story and answer the questions. Monitor and provide assistance. Refer students to the Glossary on page 170 to clarify the meaning of words. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Set

1 Work with a partner. Discuss the following questions.

In this stage, learners will anticipate content based on graphic and textual components. Ask students to open their Student's Books to page 94. Direct students to the pictures and the questions and ask: *Do you like fables? Which ones do you know? What are they about?* Elicit answers. Remind students that fables are traditional stories where animals talk and teach a moral lesson. In pairs, ask students to discuss the questions. Monitor and provide assistance. Students check answers with another pair before checking as a class. Elicit answers from volunteer students and write them on the board.

Lesson 2

Answers: a. He was sleeping. b. He ran over the lion's head. c. He was opening his huge jaws to eat the tiny creature. d. He was hunting for food. e. Yes, he did. f. Even the tiniest thing can make a great difference. g. For children.

3 Number the events in the story in the correct order.

In this stage, learners will identify, number and order key events. Direct students to the events and check comprehension. Refer students back to the story in page 94. Ask: *How does the story begin?* Elicit *One day, a lion was sleeping in the jungle. What happened next?* *A mouse was playing nearby.* Have students read the story and number the events in the correct order. Provide assistance. Students check answers in pairs before checking as a class. Elicit answers and write them on the board.

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



You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary. The purpose of the questions is to help students reflect on the usefulness of checking graphic and textual clues when reading. Direct students to the questions in the being a learner box and check comprehension. In pairs, ask students to discuss the questions. Monitor and help students with vocabulary they may need to express their ideas. Students compare answers with another pair before checking as a class. Elicit ideas from volunteer students.

Wrap-up

Put students into groups of four. Explain that they will prepare a silent role-play based on the story they read in this class. Explain that the group who gives the best performance will win. Remind them to make use of body language and gestures since there will be no dialogue. In groups, students

prepare and rehearse their silent role-play. Monitor and provide assistance. When groups have finished preparing and rehearsing their role-play, have them perform it to the whole class. Do a class poll at the end to choose the winner.

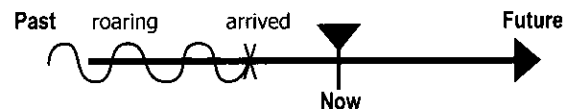
Class 2

Lead-in

Books closed. Ask learners what story they worked with last class. In pairs, ask students to write down as many details as they can remember about the story. Monitor and provide assistance. Students check answers with another pair before checking as a class. Elicit ideas from volunteer students and write them on the board. Explain that in this class they will focus on some of the language that was used in the story.

4 Work in pairs. Analyze the sentences in the box and circle the correct options.

Write: *The lion was sleeping. The lion was hunting for food.* Underline the verbs in -ing and remind students that we use the -ing form to refer to a continuous action. Circle the verb *was* and tell students that the action was happening in the past. Write: *The mouse heard the lion's roars. The mouse ran over the lion's head.* Underline the verbs in past and have students notice that we use the past form of the verbs to express a completed action, an action that started and finished in the past: it wasn't continuous. Write the first sentence on the board and draw the following time line:




Ask the following questions: *How many actions can you see? (2) When did they happen? (in the past) Which action is long? (roaring) Which action is short? (arrived) Which action interrupts the other? (arrived) Which form of the verb is used in the long action? (verb -ing) Which form of the verb is used in the short action? (verb in simple past) Which word is used to connect both actions? (when).* Label the sentence with the elements you elicited from learners using different colors. Direct students to the

sentences and the words in bold. Have them choose the correct options to complete the rules.

Answers: a. 1 b. 2 c. 1 d. 2

Do

5  Rewrite the three sentences using *when* or *while*.

Write on the board: *One day I was walking on the street. Suddenly, I found a coin lying on the floor. My dog was barking. I was talking on the phone.* Tell students that we use *when* when a continuous action is interrupted by another action; and we use *while* when two actions were taking place at the same time. Have students connect the sentences on the board using *when* or *while*. *One day I was walking on the street when suddenly, I found a coin. My dog was barking while I was talking on the phone.* Ask students to open their Student's Books to page 96. Have students rewrite the sentences. Refer students to the Glossary on page 170 to clarify the meaning of words. Elicit answers and write them on the board. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. One summer's day a Grasshopper was hopping about *when* an Ant passed by carrying with great effort an ear of corn. b. The Ant was storing food for the Winter *while* the Grasshopper was playing around. c. When Winter came, the Grasshopper was dying of hunger *when* it saw the ant eating the food it had collected in the summer.


6 Number the illustrations in the correct order.

Direct students to the pictures. Elicit from students what they can see in each picture and what they think is happening. Ask: *What happens at the beginning of the story? Which of the pictures reflects that?* Individually, have students number the pictures. Students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board. As an alternative, ask students to write their own version of the story based on the pictures. Explain that they will display their story on the classroom walls for everybody

to read and then choose the best. In groups, students write their own version of the story. When groups have finished writing their stories, ask them to paste them on the classroom walls and read their classmates' work. Do a class poll on which story is the best.

Answers: 2, 3, 1

Share

7  **PROCESS** Work in pairs. Discuss the questions.

Arrange the class in pairs. Draw learners' attention to Activity 7. Read the questions **a** to **c** aloud for students. Set a time limit and have them reflect on the story of the Ant and the Grasshopper and discuss the questions. Students are not expected to write at this stage. Monitor and make notes of language used to give feedback later. Have learners join another pair to compare their answers. Elicit some answers. Draw learners' attention to instruction **d** and ask them to read it. Elicit what they have to do now. Ask them to go to page 103 to do step 2. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. The Grasshopper is a care-free character that does not care about the future. He didn't store food for the winter, instead he played around all summer. b. The Grasshopper learned he needs to think about the future. c. Suggested answer: If you want to succeed in the future, you have to start today.

Answers may vary.

Media Resources

Print or photocopy the *Retelling a short story* Communicative Expressions flashcards to retell a short story. Give each pair a set of flashcards and have learners use them to retell the Ant and Grasshopper story.

Tell your learners to go to the self/assessment to page 105 and answer questions for Lesson 2.

Student's Book pages 97-99

Learners will ...

...compare variants of pronunciation and writing.

You will ...

...make explicit to your students some strategies and resources that allow them to:

- classify sounds represented by different letters: uncommon clusters of letters which are absent in their mother tongue (*ee, gh*, etc.).
- consider differences between British and American spellings (*-our / -or, -re / -er*, etc.).

- monitor own strengths and those of others.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 105.
- Use the Assessment Tool on page 107 of this guide to assess students' performance throughout the module.

Class 1

Lead-in

Elicit today's date and write it on the board in American style, e.g., *Tuesday, February 14th, 2018*.

Below it, write the same date in British style, e.g.,

Tuesday, 14th February, 2018. Do not mention anything yet in relation to one being American and the other British. Ask: *What's the difference between them? (The order of words), Which one is correct?* Tell them both are correct. Ask: *Why do you think they are different?* Explain one is American and the other one is British. Tell students that today they will be working with other differences between American and British English.

Suggested answers: a. Answers may vary, but students may mention U.S.A., the U.K., Canada, Ireland, Australia, New Zealand. b. No, it isn't.

The purpose of the questions is to help students reflect on language dialects. Direct students to the questions in the Being Real Box and check comprehension. In pairs, ask students to discuss the questions. Monitor and help students with vocabulary they may need to express their ideas. Students compare answers with another pair before checking as a class. Elicit ideas from volunteer students. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Set

1 Work in pairs. Discuss the questions.

Ask students if Spanish-speaking people sound the same in different regions of Mexico or in other countries (we don't), ask if we name all things in the same way (we don't, we have a few differences, even throughout the country, but nothing that interferes communication). Explain that the same happens in English. Ask students to open their Student's Books to page 97. Direct students to the questions and check comprehension. In pairs, have students discuss and answer the questions. Monitor and provide assistance. Elicit answers from volunteer students.

Start

2 Read the two stories and answer the questions in your notebook.

In this stage, learners will have to locate specific information with the use of questions. Ask students to go to page 97 and direct students to the titles of the stories. Ask students if they know the stories or what they think they are about. Direct students to the two stories and ask: *Do you think tortoises are faster than hares? Who do you think will win the race? What do you think happened to the goat?* Have students read the stories and answer the questions in their notebooks. Refer students to the Glossary on page 170 to clarify

the meaning of words. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. The Tortoise. b. Too late. c. One time. d. Marveled and without analyzing the situation. e. **The Hare and the Tortoise:** Slow but steady progress wins the race. **The Fox and the Goat:** Look before you leap. Do not just blindly walk into anything without thinking.

3 Read these spelling rules and classify the words in bold in the stories in the correct columns.

In this stage, learners will consider differences between British and American spellings (*-our / -or, -re / -er, etc.*). Ask students to open their Student's Books to page 98. Direct students to the beginning of each rule. Explain that *-or, -ze* and *-led* refer to the final spelling of words; for example, *color* (American) and *colour* (British). Have students read the rules and check comprehension. Refer students back to the words in bold in the stories in the previous activity. Explain that they will classify the words in bold in a table depending on the spelling.

Direct students to the table and check comprehension. Model an example for students so they are clear what they have to do. Individually, have students classify the words in the table. Monitor and provide assistance. Students check answers with another pair before checking as a class, encourage them to focus on the information rather than the letters in the table since some words could be placed in different positions in the table. Elicit answers from volunteer students and write them on the board.

Answers: a. analyzing b. apologise c. favor
d. neighbours e. recognise f. travelled
g. humor h. marveled

Wrap-up

Divide the class into two teams. Have a student from each team come to the front. Then say a word from Activity 3 and have students spell it out.

Set a time limit for the spelling of each word. The student that spells the word correctly wins a point for his team. The team that has more points is the winner.

Class 2

Lead-in

With books closed, put students into groups of three. Ask students to write a list of fables, tales and characters they can remember from the previous lessons. Monitor and provide assistance. Elicit ideas from volunteer students. Explain that in this lesson they will practice telling tales.

4 Listen to part 1 and repeat the words.

Then listen to part 2 and write the words in the box according to their pronunciation.

In order to provide learners some practice in identifying and pronouncing combination of letters that are not common in Spanish, direct students to the table and read the headings for them. Have students open their Student's Books to page 98. Explain that they will listen to the pronunciation of the words in each column and will then repeat. Play Class CD part 1 and pause after each word, have students repeat, first as a whole class and then in rows or only a few students. Model pronunciation when necessary. Tell students that in order to pronounce *that* and *the* correctly, we have to put our tongue between our teeth and let air pass through as to create the *-th* sound. Explain that they will listen to another group of words, and they have to write them in the box according to their pronunciation. Play the CD part 2 and have students write the words in the box. Play the CD part 2 again and pause after each word. Do the activity with the students at the beginning. Students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a. although b. then c. this d. deep
e. seem f. house g. out h. daylight

Lesson 3

Do

5 Look at the scenes from the well-known story *Peter and the Wolf*. Discuss as a class what you remember about the story. Complete the description using the words in the box. Draw the last scene from the story.

Ask students to open their Student's Books to page 99. Direct students to the pictures and ask them if they know the name of the story. Ask: *What is the story about? Does it have a happy ending? What happens to the sheep?* Put students into pairs. Have them use the pictures to discuss what they remember or know about the story. Monitor and help. Elicit answers. Have students go to their Student's Books to page 98. Direct students to the words in the box and check comprehension. Explain that they need to write the description of each scene with the words in the box. Ask: *What's the boy doing in the first picture? He's shouting for help.* Elicit the expressions to describe what happened next. Refer students to the Glossary on page 170 to clarify the meaning of words. In pairs, have students complete the descriptions. Monitor and help. Then, direct students to the empty scene. Explain that they need to draw the last scene from the story. Do not check answers yet since the following activities will allow learners to compare stories. For further practice on verbs refer students to the List of Irregular Verbs on page 182.

Answers: a. working b. shouted c. played
d. came e. laughed f. came g. was shouting
h. attacked i. didn't pay j. killed

Share

6 Work in groups. Share your story from Activity 5. Use the expressions from the box.

Explain that they will share their story using the expressions from the box. Refer them back to their notes in Activity 5. Put students into groups of four. Encourage students to use their notes but be creative while sharing their stories. Monitor and help. Regroup students again so they can work with different partners and ask them to write an alternative ending for their story. Ask: *Do you agree with the story's ending? How would*

you like the story ended? Elicit some ideas. Then, explain that they will have to choose the most creative one. Put students into groups of four again with different partners so they can discuss and choose the most creative ending from the ones they heard. Elicit answers and ask them to justify their decisions. Do a class poll on the most creative story with the whole group.

Answers may vary.

The purpose of the questions is to help students reflect on and identify their strengths. Direct students to the Being Real Box, ask them to discuss the questions in pairs. Individually, have students check the items from the list they consider are their strengths. Point out that identifying your strengths could help you make decisions about your future occupation or focus on improving something. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

7 Work in groups. Use the expressions from Activity 6 to write four descriptions for your story on page 103.

Ask learners to reread expressions in Activity 6. Elicit if they know any story that starts with any of those sentences. Repeat the procedure for endings. Arrange the class in groups of three to four. Ask students to select another story they know well. Ask them to use the expressions in the table in Activity 6 to write a description similar to the one in Activity 5. Ask them to go to page 104, locate step 3 and write their description. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Teaching Tips

Put students in groups. Ask them to take turns reading the stories aloud to each other trying to use the correct pronunciation of the sounds they practiced in Activity 4. Monitor. Ask volunteers to read out loud a story for the rest of the class.

Tell your learners to go to the Self-assessment to page 105 and answer questions for Lesson 3.

Student's Book pages 100-102

Learners will ...

- ...express key events orally.
- ...rewrite key events.

You will ...

...give your students a variety of proposals for them to be able to:

- contribute with observations and points of view.
- express personal reactions and opinions about events.
- promote respecting others' opinions.
- recount events based on illustrations.
- make questions to locate specific information (e.g., *How often...? Who was the first...? When did she...?*).

- express in progress and past actions (e.g., *They were... They had not/hadn't been... watching, etc.*).
- explain strategies used.
- remember and use repertoires of words and expressions.
- rewrite sentences and key events.
- exchange texts to check conventions.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 105.
- Use the Assessment Tool on page 107 of this guide to assess students' performance throughout the module.

Class 1

Reader – Black Beauty**Second Reading**

- Explain to students that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud and monitor as learners perform the task individually. Let them compare their answers with a classmate. Have volunteers say the answers out loud.

stone? Elicit answers. *What's his name? What do you remember about him?* In pairs, students discuss ideas. Monitor and provide assistance. Elicit answers from volunteer students.

Answers: a. knight b. sword c. joust
d. stone e. round table The pictures are about the story of the King Arthur.

Start

2 Read the beginning of the story, and check your answer in Activity 1. Number the paragraphs in the correct order.

In this stage, learners will practice sequencing events. Direct students to the paragraphs. Tell students that they are going to read the story from the pictures in Activity 1. Explain that they need to read and number the paragraphs in the correct order. Draw students' attention to the example, read it aloud and ask: *What do you think happened next?* Have students read and number the paragraphs. Students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

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

Set

1 Work in pairs. Label the pictures with the words in the box and discuss what story you think they relate to.

Ask students to open their Student's Books to page 100. Direct students to the pictures and the words in the box. Elicit what they can see in the pictures. *What is the man wearing? An armor. How do we call people who wears armor? A knight* Do the same with the rest of the words and have students label the pictures. Model pronunciation and have students repeat after you a few times, first as a class and then individually. Explain that now they have to discuss together and think about what story the pictures relate to. Ask: *Do you know the story about a boy who pulled out a sword from a*

Lesson 4



The purpose of the questions is to help students reflect on the use of reading strategies for sequencing events. Direct students to the questions in the Being a Learner Box and check comprehension. In pairs, ask students to discuss the questions. Elicit ideas. You may want to point out that sequencing is one of the skills that help us improve our ability to understand what we read. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

3 Listen to two friends talking about how the story continues and circle True or False.

Ask students to open their Student's Books to page 101. Tell students that they are going to listen to two friends talking about how their story continues. Explain that they need to listen and circle True or False. Play Class CD once and ask *Who are the people talking? A boy and a girl. What do they think about King Arthur? He was a great warrior who defended England against invaders.* Play the CD a second time and individually, have students circle True or False. Play the CD a third time if necessary. Students check answers in pairs before checking as a class. Elicit answers from volunteer students.

Answers: a. True b. False c. False d. True
e. True

Do

4 Work in pairs. Complete the story with the past tense of the verbs in parentheses.

Write on the board: *I visited my grandparents last weekend. Yesterday, I saw a movie* Ask: *What do the sentences have in common? They're both in the past.* Remind students that the regular verbs are those who end in *-ed* in their past form. Explain that the past form is the same for all persons. Elicit from students what they did yesterday. Direct students to the story, the blanks and the verbs in parentheses. Explain that they need to complete the story with the past tense of the verbs in parentheses. Ask: *What's the simple past of the verb live? Is it a regular verb or an irregular verb?* Elicit answers. Have students

read and complete the story. Students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board. As an alternative, ask students to classify the verbs into regular and irregular. Elicit the rules for making the past for regular verbs.

Answers: a. lived b. taught c. died
d. started e. made f. realized g. became
h. were

Language

Write *regular* and *irregular verbs* on the board. Ask learners to tell you how they are different. Draw learner's attention to the box. Ask them to read about regular and irregular verbs. Elicit some examples from them and write them on the board for them to use as a reference.

Wrap-up

Put students into groups of three or four. Ask them to discuss which of the stories they have worked with so far they like the most and why. Monitor and make notes on any relevant language mistakes to check after the discussion. Elicit ideas from volunteer students. Write some of the language samples on the board. Ask students to identify the mistakes and correct them. Elicit answers from volunteer students and correct the sentences on the board.

Class 2

Lead-in

With books closed, put students into groups of three. Ask students to write a list of events and characters they can remember from the story of King Arthur. Monitor. Elicit ideas from volunteer students. Explain that in this lesson they will practice writing a tale and giving their opinion about it.

5 Work in pairs. Write questions about King Arthur's story with the prompts below. Add two more questions. Then take turns to ask and answer them.

Explain to students that they will use the prompts to write questions in past about King Arthur's story and add two more of their own. Model an example. Write on the board: *Where does the story take place?* Ask *What's the simple past of the verb does?* *Did.* Elicit the next question from students. Individually, have students write questions. Monitor and provide assistance. Students check answers in pairs before checking as a class. In pairs, have students take turns to ask and answer the questions.

Answers: a. Where did the story take place? b. What did Merlin teach him? c. Why did knights fight jousts? d. Who put a sword in a stone? e. Why did Arthur decide to take the sword from the stone? f. Answers may vary. g. Answers may vary.

6 List the key events in the story with information from Activities 3 and 4.

Ask students to open their Student's Books to page 102. Explain that they need to list the key events in the story. Refer students back to the information in Activities 3 and 4 on the previous page. Model an example. Ask *What's the first important event from King Arthur's story?* *Merlin taught Arthur skills to become a knight.* Have students list the key events. Do not check answers yet since the following activity will have students do that. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. King Uther, the king of England, dies and the nobles fought in jousts to become the king. b. Arthur, a young man trained by Merlin, became the king of England by pulling out the magic sword from the stone. c. He created a round table and ruled against his enemies. d. Lancelot and Guinevere, the queen betrayed Arthur and Mordred crowns himself king. Arthur and Mordred kill each other.

Share

7 Work in pairs. Exchange your texts from Activity 6, revise your partner's work, and make any

necessary corrections or suggestions to improve it. Write the final version in your notebook.

In this stage, learners will rewrite key events of a story and contribute with observations and points of view. Explain that they will work in pairs to exchange their texts, revise their partner's work and make corrections and suggestions to improve it. Tell students to be respectful and patient with each other. In pairs, have students exchange texts and give each other feedback. Tell them that they will use it to write the final version of their work. Put students into groups and ask them to share their final versions and choose the best version of the story. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

8 PROCESS Work in groups. Share your ideas about King Arthur's story. Use the phrases below to give your opinion. Give more opinions on page 104.

Arrange the class in groups of three to four. Ask learners if they liked the story of King Arthur. Elicit participations and write them on the board. Complement the ideas on the board with the expression in Activity 8. Draw learners' attention to the expressions in the speech bubbles and check comprehension. Ask them to use those to share their opinions about the story. Tell them to do this activity respectfully, listening and paying attention to everybody's opinion whether they agree or disagree. Monitor and help. Elicit ideas from volunteers. Ask learners to go to page 104, locate Step 4.



The purpose of the questions is to help students reflect on the importance of valuing and respecting others. Direct students to the questions and check comprehension. In pairs, have students discuss the questions. Monitor and help. Students check answers with another pair before checking as a class. Elicit ideas from volunteers. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 105 and answer the questions for Lesson 4.

Student's Book

Materials: information on websites, and published material about tales, and stories, construction paper or cardboard, color pencils or markers, glue, cut outs from magazines.

Class 1

1 Ask learners to locate what the product of this module is about: A Big Book. Elicit that big books are enlarged versions of children's books. Explain that they will work in groups in order to make a classic tale big book. To do so, they are going to select a short classic story, rewrite and illustrate it. Tell them that the lessons in the module and the steps in these product pages will help them develop their product. Ask learners to locate step one of the product and make their organizer there. Monitor and help learners with difficult language.

2 Have learners dictate to you questions a to c at page 96, Activity 7 and write them on the board. Elicit the stories they chose to work in step 1. Tell them they will now answer those questions about the story they chose in Step 1. You may ask each question to different students in order to serve as examples.

3 Draw learners' attention to the instructions. Elicit what they have to do. Make sure they identify the number of spaces to write and to draw. Model the activity by telling your students what you would write in each space and how you would illustrate your story. Have them do the activity. Comment that the drawing has to be similar to a sketch. Monitor and encourage them to use the requested language. Have them compare their work with some partners.

4 Have a volunteer student read the instructions. Elicit from the class what they have to do. Ask them to write some notes to give their opinion to their partners. Encourage them to use expressions like *I think... I believe (that)...*, *I like the part...*, etc. learnt in lesson 4. Remind them to treat others the way they would like to be treated and, basically, be respectful and tactful.

CONCLUSIONS

5 As a class, ask students to go back to steps 1 to 4 for

them to remember what they did in each lesson. Elicit the kind of things they did and complement their ideas as necessary. Tell them they will now discuss some reflection questions about their work in those steps. Arrange the class in groups of four. Draw students' attention to the questions. Ask them to read in silence, in order for them to start thinking on their answers.

6 Ask students to take turns to answer each question and share their views. Monitor and help students with any doubts they may have. Encourage students to participate and listen to their classmates' views.

Class 2

CREATE

7 By this stage, learners will have been exposed to some classic tales and worked with some reading comprehension strategies. Also, they have compared variants of pronunciation and writing between American and British English. Finally, they worked focusing on key events to practice paraphrasing and expressing them orally. Remind learners that based on that work, they will make a Big Book. Students should now make their own decisions in relation to what language and strategies learnt during the module they should be using. Arrange the class in small groups. Ask them to open their Students Books to page 104, Activity 7. Ask them to read the directions and elicit what they have to do. Ask learners to make decisions about how to divide the work and the estimated time to do their product. Monitor and help students with any questions and doubts they may have.

8 Have each group present their Big Book to the class. Encourage them to give positive comments to their partners' work. Write some notes to use when giving feedback. Give general feedback.

Self-assessment

Ask learners to read the *Reflect on your lessons* and *Final product performance* sections to think about what they did great and what they need to work on so they can decide what to answer on the *Set goals* section. Tell them to take out their portfolio binder to help them review their work if necessary.

A *graded scale* is an instrument used to evaluate certain characteristics or aspects of the students' performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate your students and determine their performance level.

	Graded Scale	Evaluation scale				
		A	B	C	D	E
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Key:

- A: _____
- B: _____
- C: _____
- D: _____
- E: _____

Student's name _____ Date _____

1  **22 Listen to the conversation and circle True or False.**

(6 points, 1 each)

- | | | |
|--|------|-------|
| a. The boy and the girl are discussing a story. | True | False |
| b. The girl doesn't like the story. | True | False |
| c. The boy saw a movie version of the story. | True | False |
| d. The girl likes Merlin because he is handsome. | True | False |
| e. The round table was a group of the best knights in England. | True | False |
| f. The story has a happy ending. | True | False |

2 **Read the text and complete it with the correct form of the verbs in parentheses.** (7 points, 1 each)

Scrooge was (1) _____ (begin) to fall asleep when at midnight the first ghost (2) _____ (pull) open the curtains of his bed. "Who are you?" asked Scrooge. "I am the Ghost of Christmas Past, your past," he said gently. He (3) _____ (pick) Scrooge up by the arm and they (4) _____ (float) through the wall. The other side (5) _____ (be) no longer London, but the countryside where he had gone to school as a boy. One lonely boy was (6) _____ (sit) at the back of the room. Scrooge realized it was his younger self and (7) _____ (cry). When he opened his eyes he was back in his bed.

3 **Read the events and number them in the correct order.**

(7 points, 1 each)

- _____ Finally, when he opened his eyes he was back in his bed.
- _____ Scrooge saw himself as a little boy. He was lonely and he cried.
- _____ They went to the countryside.
- _____ The ghost picked him up and took him to the past.
- _____ He asked, "Who are you?"
- _____ First, Scrooge opened the curtains and saw a ghost.
- _____ They floated through the wall.

Score: (. . . / 20 points)

7

Lesson	Achievements	Contents
1	Revise samples of written forecasts.	<ul style="list-style-type: none">• Analyze topic, purpose and intended audience.• Value the use of graphic and textual components.• Understand sentences that describe future situations (will, shall, be + going to).• Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.)• Compare sentences with future, past and/or present verb forms.• Compare opinions.
2	Listen to and identify ways to express future actions.	<ul style="list-style-type: none">• Listen to forecasts and discover future verb forms.• Distinguish future tense uses (e.g. making predictions, expressing intentions, etc.) in forecasts.• Analyze forms of expression with others.
3	Formulate and respond questions to understand forecasts.	<ul style="list-style-type: none">• Make and respond questions to make forecasts based on present situations (e.g. <i>What will happen if...? If we study, we will...</i>).• Show a critical and self-critical constructive attitude, to evaluate one self's and classmates' strengths.
	Write sentences that express future to create forecasts	<ul style="list-style-type: none">• Model other forms of asking and answering questions.• Extend repertoires of words to express future.
4	Write sentences that express future to create forecasts.	<ul style="list-style-type: none">• Write questions and sentences that describe future actions.• Analyze letter clusters which are non-frequent or absent in their mother tongue. (e.g. sh, ll).• Link sentences with connectors to write forecasts about real or fictitious situations.• Promote feedback between classmates.• Check spelling, in pairs.

Conventions and literary

Produce constructive forecasts about others.

Recreational expressions.

Students Book page 117

Learners will ...

- revise samples of written forecasts.

You will ...

...provide samples of forecasts and make links with your students previous knowledge for them to be able to:

- analyze topic, purpose and intended audience.
- value the use of graphic and textual components.
- understand sentences that describe future situations (will, shall, be + going to).
- contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.).

- compare sentences with future, past and/or present verb forms.
- compare opinions.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 121.
- Use the Assessment Tool on page 123 of this guide to assess students' performance throughout the module.

Class 1

Lead-in

Write "the future" on the board. Then, ask learners the lead-in question for this module on page 106. Ask students *How do they feel about the future?* Brainstorm any ideas about technology, society, education, science, sports or any other subjects learners may be interested in, and write them on the board.

Set

1 Work with a partner. Discuss these questions.

This stage will enable learners to activate their previous knowledge about predictions we make every day. Ask *When do we make predictions?* Elicit from them daily predictions we usually make or read about. Provide some examples: the horoscopes or when making a personal plan. Have students open their Student's Books to page 107. Draw learners' attention to the questions. Arrange the class in pairs and ask them to discuss the questions while you go around the classroom to monitor their work. Elicit their answers.

Answers: a. We make predictions about the weather, the score of a match (such as a soccer match). b. Weather forecasts, an e-mail and even literary texts can contain predictions. c. Answers may vary.

Start

2 Work with a partner. Look at the texts and answer the questions below.

In this stage, learners will be guided to work and develop reading skills to identify graphic and textual components of different types of texts. Draw learners' attention to the texts. Tell the class they will read the texts quickly to answer the questions. Provide some strategies to help students do the task individually by previewing titles and sections, making predictions about the content based on the pictures and the text layout. Have students identify the main idea from each text and elicit ideas. Remind students to use prior knowledge or ideas as clues to infer the meaning of unknown words. Refer students to the Glossary on page 170 to clarify the meaning of words. Have learners compare answers.

Answers: a. The graphic elements (the sun and some clouds) tell the reader this is a forecast. b. The topic of the email and the register used to address the recipient (Hi Mike!). c. Because the last two sentences ask the reader to make predictions.



Group learners in groups of three and have them discuss the questions. The purpose of the questions is to reflect on different reading

strategies learners can use to get the general idea of a text (topic), to whom the text was written (intended audience) and the purpose of it. Ask them to look back at Activity 3 to support their answers. Monitor their work while you go around the classroom. You may need to help with any unknown vocabulary. Have students share their views with the class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

3 Work with a partner. Look at the three texts in Activity 2. Complete the table.

Draw learners' attention to the texts again. Tell them that this time they will read the texts more carefully to identify the topic, intended audience and the purpose of each text. Ask students to open their Student's Books to page 108. Tell them to identify key words in the texts to identify the topic and the purpose. Model the first column. Ask *Why are weather forecasts important?* Elicit answers. Have students reflect on the function of weather forecasts. Ask them to discuss the questions in pairs and complete the table. Elicit the answers from the class.

Answers: Weather forecast: to predict the weather; anyone living in that area.

E-mail: about a summer camp; to share predictions. Interactive novel: A boy who needs to make a decision; mostly children and teenagers

Wrap-up

Draw learners' attention to the interactive novel and ask them what they think the story is about. Ask learners what they think Andrew will do next. Arrange the class in small groups depending on their answers (to open or not to open the door). Ask them to discuss what happens next and write the next three or four events in the story. Monitor their work and help if necessary. To check, ask volunteers to share their stories with the class.

Class 2

Lead-in

With books closed, ask learners what texts they have read in this lesson, and elicit from them any information they can recall. Then, ask them if the texts express present, past or future events. Elicit their ideas as a class.

4 Look at the texts in Activity 2 again. Circle True or False. Compare your answers.

Write *will (+)* and *won't (-)* and a positive and negative symbol respectively on the board. Explain students that we use *will* to make positive predictions and *won't* to make negative ones. Have students open their Student's Books to page 108. Draw learners' attention to the statements and tell them they will read the texts again but this time to decide if the statements are true or false. Have learners read the statements before they read the texts in Activity 2. Ask them to read and circle the best option individually. Then, have them compare their answers in pairs. Monitor the class and help if necessary. To check, elicit their answers.

Answers: Text 1: False, False Text 2: True, True Text 3: False, False

Do

5 Work with a partner. Look at the verbs in bold in the texts in Activity 2. Fill in the mind map with sentences from the texts. Think about when the action happens, happened, or will happen.


Remind students the structure *going to + verb* to refer to future plans or make predictions based on evidence that supports it. Say *If the clouds in the sky are dark, do you say it is going to rain or it will rain?* Elicit the correct answer *It is going to rain* (because we can see the black clouds full of water). Have students reflect on the difference between *going to* (something in the present tell us what is going to happen in the future) and *will* (guessing without any evidence about the future) for making predictions. Draw learners' attention to the boxes and the headings. Remind students past actions are actions that started in the past and ended in the past as well. Elicit from students some actions they did yesterday: *I did homework*, etc. Then explain that some

Lesson 1

actions in the past don't tell us exactly when something happened but only if you had that experience or not. Tell students they will read the texts quickly to identify sentences depending on what they express (a present, past or future event). Draw students attention to the verbs in bold in the texts and elicit if they are in present, past or future. Individually, have them complete the boxes as they read. Ask learners to compare their answers in pairs. To check, elicit answers and write them on the board.

Answers: Present: Mom and dad are busy as usual and my brother is in Canada with my cousins. I'm still home. School is over now. I'm happy with the results of my test. **Past:** Did I tell you that I got an A in English? I studied really hard for the last test. I didn't get an A in Math. Andrew opened the door. There was a long corridor and a dim light at the bottom. Andrew walked to the bottom and saw a small table with an envelope next to a door. Someone was expecting Andrew to get there as the envelope had his name on it. He didn't know anyone there. How did they know his name? The envelope had a key. **Future:** It'll be dry and mostly sunny. Summer camp will start next week! I think it'll be great. I'll make new friends and I'll have lots of fun. It's going to be interesting to see which courses they'll offer this time. There's going to be some bird-watching walks. You're not going to be there. You'll be very busy this week. Andrew will open the door. Andrew won't open the door.

Share

6.  **Circle the best option to make true sentences about yourself or your opinions.**

Have students open their Student's Book to page 109. Draw their attention to the sentences and the phrases in bold. Tell them to read each sentence and circle the best option according to themselves or their opinion about a future event or situation. This is very important because both options are grammatically correct. Therefore, learners need to choose the option that best describes them or that portrays their ideas


best. To help learners' understand the activity, read the first sentence out loud and say which option best describes yourself. Then, explain to them why you chose that option. For example, *I'm going to enjoy my summer vacation. I already planned my vacation with my family and we already bought plane tickets.*

Monitor their work. Since both options are correct, you will not be able to know if learners are choosing the most suitable option according to themselves at this point. Yet, pay attention to their work and take notes that you will use later when Activity 7 is set.

Answers may vary.

Language

Write the word *future* on the board. Ask learners to tell you different ways to express the future. Draw learners' attention to the box. Ask them to read about the future and tell you if they said the same. Elicit some examples. Accept any plausible responses.

7.  **PROCESS** Work in groups. Share predictions about things you will probably do ten years from now. Write the ones you like best on page 119.

Remind the class that for each module, they will prepare a product that will be developed step by step in each lesson. Tell the class that the product for this module is to produce forecasts. Arrange students into small groups of three or four. Ask students to open their Student's Book to page 109. Ask them to see the picture. Elicit what the kids are doing. Explain to them that they have to discuss how they see themselves in ten years. Ask: *Where will you be? What will you do?* etc. Give them time to discuss. Monitor. Ask the class to copy their answers on page 119. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 121 and answer the questions for Lesson 1.

Student's Book pages 110-112

Learners will ...

...listen to and identify ways to express future actions.

You will ...

...provide models of forecasts to your students and encourage them to:

- listen to forecasts and discover future verb forms.
- distinguish future tense uses (e.g. making predictions, expressing intentions, etc.) in forecasts.

- analyze forms of expression with others.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 121.
- Use the Assessment Tool on page 123 of this guide to assess students' performance throughout the module.

Class 1

Reader – Future Fact or Fiction?



First Reading

Put learners in pairs or groups. Ask them to open their Readers to the cover pages 88-89. Draw learners' attention to the illustration or photos in it, and elicit what they think the text is about. Encourage students to use English. Read the activation question out loud and have them discuss it. Monitor. Elicit answers and write some of them on the board. Ask them to read the chapter individually, in groups, pairs or out loud. Have them answer the First Reading activities. Monitor and provide assistance.

Set

1 What kind of stories do you like reading?

Have students open their Student's Books to page 110. Arrange the class in pairs or small groups. Write the literary genres on the board and elicit examples of books that belong to each genre. Tell learners to discuss which kind of stories they like best and why. Monitor their work while you go around the classroom. Encourage them to justify their ideas. You may need to help them with some unknown vocabulary. Elicit answers from the class.

Answers may vary.

Start

2 23 Read and listen to the opening of a story. Check (✓) the correct answers.

Tell learners they will read and listen to the extract of a story. Draw their attention to the text and the picture. Ask *What can you see in the picture?* Have students support their answers. Ask them to read the questions below and the options. Play the track and have students listen and follow along the text. Allow some time for students to reflect on the questions and the possible answers. Play the CD again and ask them to check their answers. Refer students to the Glossary on page 170 to clarify the meaning of words. Have students compare answers in pairs. Elicit and write them on the board.

Answers: a. suspense b. About a boy who might go back to school and see his friends.
c. Answers may vary.

3 24 Listen to two friends talking about the story. Check if their predictions are similar to yours in Activity 2.

Ask students to open their Student's Books to page 111. Draw learners' attention to the picture in Activity 2 and ask *Why do you think Daniel is nervous?* Elicit answers. Tell them they will listen to two school friends talking about this story and they will have to identify their predictions to check if they are similar to what they thought will happen next. Suggest students different listening strategies as taking notes, focusing on keywords and facts, and paying attention to the intonation and stress of the speakers to help them

Lesson 2

understand what they hear. Play the CD and ask them to reflect on the possible predictions. Ask *Who are the people talking? What kind of story does the boy think it is?* Ask students to look at what they checked in Activity 2 (question c) and compare it to the boy and the girl's forecasts. Play the track again if necessary. Elicit answers.

Answers: They think Daniel will go back to school and see his friends.

4 Listen to the conversation again and circle the option you hear.

Tell learners they will listen to the conversation again, but this time they will focus on specific phrases the two friends say. Ask them to read the sentences and draw their attention to the options in italics. Remind students the use of *will* to make predictions we are not sure about and *going to* to make predictions based on evidence. Tell the class they will listen and circle the option they hear. Play the track and ask learners to check their answers in pairs. Elicit answers from the class and write them on the board.

Answers: a. 'll b. will c. 's going to
d. is going to

Teaching Tips

To check understanding of the future forms, write two or three more sentences on the board using *will* and two or three more sentences using *going to* about a school situation learners are familiar with (a sports match that will take place soon, for example). Have students tell you whether the sentences predict future events, make predictions based on evidence, or make predictions with little or no evidence. To check future form patterns, elicit the elements in each sentence (subject, will or verb to be + going to, the base form of the main verb, complement). You can also model each sentence on the board to conduct choral drills.

Language

Write the words *will* / *going to* on the board. Ask learners when to use each. Draw learners' attention to the box. Ask them to read it and tell you if they answered the same. Elicit some examples. Accept any plausible responses. Tell them that in the following activity, they will use *will* and *going to*.

Wrap-up

Arrange the class in small groups and ask them to discuss what Daniel will do when he goes back to school. Write these questions on the board to guide them: *How will Daniel feel like when he sees his friends? Will it be easy or difficult to see his friends?* Go around the classroom to monitor their work. Have some learners share their ideas with the class.

Class 2

Lead-in

Greet the class and draw learners' attention to the chapter of the story they read in the previous lesson. Elicit from the class anything they can remember about the story and what they think Daniel did in the past that Jessica is so upset with him.

5 Look at the sentences in Activity 4 and answer the questions.

Allow learners to work in pairs or groups of three. Ask them to write their answers on the lines and then compare answers with another pair or group of learners. Monitor their work while you go around the classroom. Elicit answers orally.

Answers: a. All the sentences predict the future. b. Sentences c and d are based on some evidence. The two school friends agree that Daniel has a strong personality based on previous events in the story. c. Sentences a and b are also predictions but these are not based on some evidence or there is very little evidence.

6 25 Listen to and read an extract from Chapter 2. Underline the future forms you find in the text.

Remind students about the story in Activity 2. Tell learners they will read the next chapter of the story. Ask them to circle any future forms while they read and listen to the text. Play the track once and have students read along. Allow some time for students to reflect on the answers. Ask learners to compare their answers in pairs. Go around the classroom to monitor their work. You may need to play the track again if necessary. To check, elicit answers and write them on the board.

Answers: Underline: I'm going to explain why I had to leave school. Do you think I'll believe you? I'm going to tell you the truth.

Do

7 Complete the sentences using predictions based on Chapter 2. Check your answers with a partner.

Elicit from students what happened in chapter 2. Ask *What happens when Daniel sees Jessica?* Ask students to open their Student's Books to page 112 look at the pictures and the beginning of the sentences. Ask *How does Jessica look in picture 1? What do you think is Daniel telling her?* Do the same with picture 2 and elicit ideas. Then have students complete each sentence with a prediction based on the chapter of the story they just read (with some or little evidence). Ask learners to work individually and then compare their answers in pairs. Go around the classroom to monitor their work. Elicit their answers and write them on the board.

Answers: a. He can now tell her the truth (he couldn't before, but now he can). b. Answers may vary.

Share

8 PROCESS Read the opening of Chapter 3. Predict what will happen next in the story. Follow the instructions below.

Draw learners' attention to the next chapter of the story. Have them look at the pictures and ask *How do*

the kids in the picture look? Tell learners they will now read the next chapter and write predictions about what will happen to the characters next. Ask them to read the chapter individually and write 3 predictions. Elicit some examples using *will* or *be going to* when you give instructions. Have learners work individually to then share their predictions in pairs. Encourage them to justify their predictions based on the evidence there is in the texts they've read (the three chapters). Go around the classroom to monitor their work. Then, remind learners of the product for this module: Forecasts. Ask learners to go to page 119. Arrange the class in small groups and ask them to go over their sentences in Activity 1 to justify them. Ask them to continue the sentences using *because*. For example, *I will enjoy my summer vacation because I always go to my grandparents' house and I love spending time with them.* Elicit some other examples from students and then let them continue working in groups. Don't forget to monitor while they do the activity. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

Tell your learners to go to the Self-assessment on page 121 and answer the questions for Lesson 2.

Student's Book pages 113-115

Learners will ...

...formulate and respond questions to understand forecasts.

...write sentences that express future to create forecasts

You will ...

...create the necessary conditions for your students to learn, in a ludic way, how to:

- make and respond questions to make forecasts based on present situations (e.g. *What will happen if...? If we study, we will...*).
- show a critical and self-critical constructive attitude, to evaluate one self's and classmates' strengths.

- model other forms of asking and answering questions.

- extend repertoires of words to express future.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 121.
- Use the Assessment Tool on page 123 of this guide to assess students' performance throughout the module.

Class 1

Lead-in

With books closed, write *comics* on the board.

Brainstorm any elements in comic strips learners can remember (speech bubbles, thought bubbles, types of characters, etc.). Ask the class what comics are usually about (a funny situation) and if this genre can also present real-life situations.

Elicit their ideas and encourage them to justify their answers.

2 · Read the comic in Activity 1 and choose the best option.

Ask students to open their Student's Books to page 114.

Ask students the prediction made in the comic.

Scientists estimate that in 2050 the ice caps are going to be smaller than now. Tell students that scientists have evidence that ice caps are melting each year because of the global warming. Elicit other global warming consequences: *Higher temperatures, higher sea levels, etc.*

Have learners read the comic individually to then choose the best option. Ask them to compare their answers in pairs. Elicit the answers from the class. Encourage learners to justify their ideas by referring to different panels in the comic.

Answers: a. The comic is about the consequences of global warming. b. The purpose of the comic is to be aware of the consequences of global warming. c. The comic is for the public in general.

Set

1 Look at the comic strip. Identify three things these animals cannot do in real life.

Have students open their Student's Books to page 113. Draw learners' attention to the comic strip. Ask them to look at the situation quickly to identify the activities performed by animals. Have learners identify at least three activities animals cannot normally do. Ask them to compare their findings in pairs. Go around the classroom and monitor their work.

Suggested answers: Seals cannot fish (with a fishing line). Penguins and polar bears cannot read newspapers or books. Animals do not speak human languages. Animals cannot laugh.

Start

3 · Complete the comic with the sentences from the box.

Remember that in this stage, learners are guided to notice and revise specific language to then practice using it. Ask *What will happen to animals that live in cold*

Class 2

climates if temperatures get higher? Have students tell you their predictions. Learners will now read the next panels of the comic to complete the bubbles with the expressions in the box. Ask them to match the descriptions to the scenes. Have learners compare their answers in pairs. Elicit the answers from learners and write them on the board since this will be useful to conduct the next activity.

Suggested answers: a. If winters get warmer, some animals will adapt to different conditions. b. If sea lions don't adapt to new places, they will die. c. What will happen if they don't adapt? d. If we don't survive, we will live in books!

4 Look at these sentences from Activity 3. Answer the questions below.

Check learners' answers to Activity 3. Arrange the class in pairs or small groups and ask them to answer the questions. The intention is to help learners notice the structure (if sentences are about future situations) and its use. Go around the classroom to monitor their work. Elicit their answers and underline the elements mentioned in the questions: the clause that introduces a condition (if clause), the clause that expresses a consequence (animals will adapt to different conditions), the tenses used in both clauses (present simple in if clauses, *will* or *be going to* in the clause that focuses on the consequence).

Answers: a. All sentences refer to situations in the future. b. the sentence using *will* or *be going to*. c. If d. present simple in if clauses and *will* or *be going to* in the clause that expresses the consequence of the condition.

Wrap-up

To wrap this class up, arrange the class in small groups and ask them to discuss what they think will happen in the future based on the information in the comic strip. Encourage them to justify their answers. For example: *I think scientists will find the solution to global warming. If they don't, we'll be in trouble!*

Lead-in

Ask learners what they recall about the comic strip: what it was about (global warming) and what happened when the animals asked the polar bear what would happen to specific species. Ask them what they think will happen to human beings in the future. Encourage them to use *if* sentences when possible. Elicit from learners their ideas.

5 Complete the sentences with *if*, *will*, *won't* or the simple present form of the verbs in parentheses. Read the example as a guide.

Write the following words on the board: rain, hungry, thirsty, sunny and model an *if* clause under each. Say *If it rains tomorrow, I won't come to school. If I'm hungry, I will eat a hamburger.* Elicit from students similar ideas using the *if* clause. Draw students attention to *won't* and explain its function (to express that something will not happen). Have students open their Student's Books to page 115. Tell the class they will now complete sentences using *if*, *will*, *won't* or a verb in present simple. Elicit a sentence from learners. Draw learners' attention to the activity and ask them to complete the gaps individually. Go around the classroom to monitor their work. Ask learners to check their answers in pairs before you elicit the answers from the class. Write them on the board and clarify any doubts if necessary.

Write the following words on the board: rain, hungry, thirsty, sunny and model an *if* clause under each. Say *If it rains tomorrow, I won't come to school. If I'm hungry, I will eat a hamburger.* Elicit from students similar ideas using the *if* clause. Draw students attention to *won't* and explain its function (to express that something will not happen). Have students open their Student's Books to page 115. Tell the class they will now complete sentences using *if*, *will*, *won't* or a verb in present simple. Elicit a sentence from learners. Draw learners' attention to the activity and ask them to complete the gaps individually. Go around the classroom to monitor their work. Ask learners to check their answers in pairs before you elicit the answers from the class. Write them on the board and clarify any doubts if necessary.

Answers: a. will b. rains c. If d. gets
e. won't

Do

6 Work with a partner. What are the consequences of the following situations? Discuss the questions below.

Draw learners' attention to the illustration. Elicit what is happening in the illustration. Arrange the class in pairs. Tell them they will discuss the questions next to the illustration. Model the activity. Ask *What will happen if you don't take care of the planet? The ozone layer will disappear.* The purpose of this activity is to give learners the opportunity to use *if* sentences to talk about realistic

Lesson 3


situations in the future. Monitor their work while you go around. Intervene if learners find it difficult to express their ideas accurately. Invite volunteers to share their ideas with the class. Clarify any language issues you noticed while you were monitoring their work.

Answers may vary.

Media Resources


Print, photocopy, or display the *Future* poster to help learners decide what to talk about.

Share

7  **PROCESS** Work with a partner. On page 119, make your own comic making predictions and talking about consequences. Follow the instructions below.

Ask learners to open their books to page 115. Explain the class that this activity will help them develop their final product: Forecasts. Arrange the class in pairs. Draw learners' attention to the steps they will follow to make their comic. Model the activity using the situation of the three friends talking about final exams. Elicit students' ideas and write them on the board. Ask *How do you think they will start? Hi (name) are you ready for the final exams? Yes, I'm ready.* Monitor their work. Then, tell learners they will produce a comic about themselves and ask them to go to page 119. Read the instructions with the class. To demonstrate the activity, you can use examples of the predictions they made about the characters in the comic. Alternatively, you can give examples based on your life and say, *In ten years, I'll live in a different town / city or I'll be the principal of a secondary school in our town.* Elicit some examples from learners to make sure they use future tenses to make predictions. Let learners work individually to prepare the comic while you monitor their work. You can use this activity as portfolio evidence. Have students work in a separate piece of paper if necessary.

Answers may vary.

 Arrange the class in groups of three or four. Draw learners' attention to the box and ask them to take turns to discuss the questions. These questions will enable learners to reflect on their attitude towards constructive criticism in the classroom. Make sure they are aware of the importance of giving and accepting feedback from their classmates. Go around the classroom to monitor their work. Have volunteers share their ideas with the class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 121 and answer the questions for Lesson 3.

Student's Book pages 116-118

Learners will ...

...write sentences that express future to create forecasts.

You will ...

...foster a collaborative atmosphere between students and guide them to understand different ways to:

- write questions and sentences that describe future actions.
- analyze letter clusters which are non-frequent or absent in their mother tongue. (e.g. *sh, ll*).

- link sentences with connectors to write forecasts about real or fictitious situations.
- promote feedback between classmates.
- check spelling, in pairs.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 121.
- Use the Assessment Tool on page 123 of this guide to assess students' performance throughout the module.

Class 1

Reader – Future Fact or Fiction?**Second Reading**

Explain to students that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud and monitor as learners perform the task individually. Let them compare their answers with a classmate. Have volunteers say the answers out loud.

Set**1 Look at the website in Activity 2 and discuss the questions.**

Remember that the purpose of this stage is to activate learners' previous knowledge and establish the context of the lesson. Ask students if they like to visit websites on the Internet. If so, elicit from them the type of websites they like to visit. Have students open their Student's Books to page 116. Ask them to discuss the questions in pairs or small groups of three or four learners. Go around the classroom and monitor their work. Encourage them to participate and elaborate their answers supporting them with elements on the website. Elicit their ideas or ask volunteers to share their answers.

Answers: a. It's about short stories published online. b. Children and teenagers. c. Children and teenagers.

Start**2 Read the short story and answer the questions below.**

In this stage, learners are guided towards the language point of this lesson. Ask *What will happen if humanity disappears and you are the only person alive?* Elicit students' ideas. The purpose is to identify the literary genre and to speculate about past and future events not mentioned in the text. Ask learners to read the questions below the text before they read the story. Then, ask them to read the story individually to answer the questions. Refer students to the Glossary on page 170 to clarify the meaning of words. Have learners compare their answers in pairs before you check answers as a class.

Answers: a. A science-fiction story. b. Answers may vary. c. Answers may vary.

Lesson 4

Teaching Tips

To facilitate reading activities, select some relevant vocabulary and teach it before reading. Words that may be difficult to understand in the short story are: *fellow* (noun), *to wonder*, *blank*. You can also check with the class what part of speech these words are. Make sure the meaning is clear.

3 Look at the connectors in bold from the story in Activity 2. Number the sentences in the order the events happen in the story.

The purpose of this activity is to focus on the language point of this lesson, connectors. Write *One day*, *And then*, *Until then* on the board. Tell a story or experience you have had in the past, using these words.

Alternatively, you can write the story on the board (without the connectors) and have some students fill out the spaces with the correct one. Ask students to open their Student's Books to page 117. Draw learners' attention to the illustrations and the sentences below each one. Have learners read the sentences and number them from 1 to 3 as they occur in the story. Let learners compare their answers in pairs. To check, elicit the answers and write them on the board.

Answers: a. 3 b. 2 c. 1

4 Match the connectors to their uses.

The purpose of this activity is to focus on the use of connectors to sequence events in a story. Draw learners' attention to the phrases in the left column, particularly the words in italics. Ask them to match the connector to its use on the right column. Encourage them to check against the story in Activity 2. Have learners compare their answers with other partners. To check, elicit their answers orally.

Answers: a. 2 b. 3 c. 1

Language

Write the connectors from the box on the board. Ask learners when to use each. Draw learners' attention to the box. Ask them to read it and tell you if they answered the same. Elicit some

examples. Accept any plausible responses. Tell them that in the following activity, they will use those connectors.

Wrap-up

Arrange the class in small groups and ask them to discuss what life might be like on Saturn. Ask them to imagine what the landscape looks like, how long a day and night may be, what the weather might be like and what the robot may do on a typical day. Go around the classroom to monitor their work. Encourage them to elaborate their ideas. Invite volunteers to share their ideas with the class.

Class 2

Lead-in


Draw learners' attention to the illustration in Activity 2 (on the website) and ask learners what the short story was about. Elicit the events in the story as a class and what their opinion about it is. Then, ask them what they think will happen next in the story.

Do

5 Complete these predictions about R1ZW with the connectors from Activity 4.

For this activity, allow learners to work individually. Have students open their Student's Books to page 117. Tell the class they will complete predictions about the future of the robot on Saturn using the connectors in Activity 4. Ask different students to read aloud the predictions. Then, ask students to complete the gaps individually. Then, allow learners to compare answers in pairs. Monitor their work while you go around the classroom. To check, elicit the answers from the class and write them on the board. Alternatively, you can elicit from students their own predictions. Provide some examples: *I think one day, R1ZW will leave Saturn and find another planet to live.*

Answers: a. One day b. And then c. Until then

6  **26** Listen to and read the words from the story. Circle a combination of two letters that are not common in your language. Answer the questions below.


The purpose of this activity is to raise learners' awareness of the spelling and pronunciation differences between Spanish and English. Write the letters *th*, *ts*, *wh* on the board. Elicit from students words that begin or end with those letters in Spanish, so they notice that these letter combinations don't exist in Spanish. Then, elicit some words in English that contain those letters and write them on the board: *When*, *Thing*, *Accidents*. Ask students to open their Student's Books to page 118. Tell the class to look at the words in the boxes and pronounce the words. Remind students that Spanish language doesn't contain a *th* sound. To produce this sound, ask them to put their tongues between their teeth and let some air pass through. Tell them they will listen to the CD to identify any combination of two letters not common in their mother tongue. Play the CD. Pause it to give learners more time to do the activity. Have learners compare their answers before you check as a class. Then, ask them to answer the questions below the boxes in pairs.

Answers: a. Most words have a combination of two letters that is not common in Spanish. For example: *shock*, *will*, *something*, *now*, *totally*, *when*, *blank*, *happens*, *fellow*, *book*, *ready*, *mission*, *reports*, *wondered*. b. Answers may vary.

7 **Work with a partner. Take turns reading the words aloud.**

Divide the class in pairs. Explain that they are going to take turns reading the words aloud. Monitor the activity. If necessary, play the CD again. As a reinforcement activity, explain that they are going to dictate and enlist the words to their partners. Ask students to take out their notebooks so they are able to write the words in it. Model the activity by dictating a couple of words to a volunteer who will write them on the board. Have the class make any necessary correction. Monitor as the learners perform the task.


Share

8  Write a paragraph with predictions about what happens in the story *No One Out There*.

Follow the instructions.

Remember that in this stage, students put into practice the elements seen in previous activities. For this activity, learners will work individually to then work in pairs to edit their work. Draw learners' attention to the instructions and explain to the class that they will write what will happen to the robot while he's on Saturn. Model the activity. Say *I think R1ZW will make a book of reports while waiting for other mission or robots to arrive. A question that maybe he asks himself could be When will my fellow robots come for me?* Ask them to read the instructions in silence. Give them some time to brainstorm their ideas before they write their paragraph. Rearrange the class in pairs and ask learners to exchange their work to check spelling and punctuation signs. Monitor. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

9  **PROCESS** Use the instructions from Activity 8 to write personal predictions on page 120.

Remind learners of the product of this module: Forecasts. Tell them that now they will use the instructions they followed to write predictions about the robot in the story in Activity 8 to write a short text with the story of the comic they made in Activity 3 of the product lesson. Ask learners to go to page 120. Draw their attention to the comic they made about themselves in Activity 3. Ask them to write a short text for their comic using the instructions on page 118. Use the same example set in previous activities about you to demonstrate the activity. Write some sentences on the board. Learners will first work individually and then in pairs so they can exchange their work and help each other with the spelling and punctuation in their stories. Monitor. You can use this activity as portfolio evidence. Have students work in a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 121 and answer the questions for Lesson 4.

Student's Book

Materials: information on websites, published material, etc.

Class 1

1 By this stage, learners will have written predictions about themselves or other situations. Arrange the class in groups of three or four to compare their answers but this time ask them to discuss which are less certain or more certain depending on any evidence they may have. This will encourage them to think of the use of *will* or *be going to* and their use to make predictions. Go around the classroom to monitor and help learners if necessary. Have volunteers share their views with the class.

2 By now, learners have already justified their choices. Thus, have them discuss which ones were easier to justify (based on some evidence) and which were more complex or impossible to justify. Go around the classroom and continue monitoring their work.

3 By this stage, learners have created a comic about themselves. Arrange the class in pairs. Ask them to compare their work and give their opinion about it. Remind learners to be respectful about their classmate's work. Go around the classroom and monitor their work. To check, you can rearrange the class in larger groups of four and ask them to compare their comics again. This can promote collaborative work but do remind them of being polite when helping others.

4 By this stage, learners have written a short story based on the comic in Step 3. Therefore, it's time for them to reflect informally on their performance. Ask the class how they felt writing predictions, and if the process was easy or not so easy to follow.

CONCLUSIONS

5 Tell the class they will now work in groups to answer the questions. Draw their attention to the questions and ask them to read them in silence. Then, ask them to share their experience or views by taking turns to answer each question. Stress the importance of sharing their views on the task and the information they gathered. Go around the classroom to monitor their

work. Encourage them to participate and listen to their classmates' views.

Class 2

CREATE

6 This stage is of utmost importance in the learning process of students, since previous lessons and steps in the product section are meant to prepare students for them to be able to prepare a final version of their forecasts.

Ask the class to open their Student's Book to page 120, Activity 6. Ask them to read the directions and elicit what they have to do. Elicit which of the activities they did in lessons 1 to 4 and the product steps 1 to 4 they followed in order to write forecasts. Arrange the class in groups of three or four. Then, remind learners of the importance of editing their work. Ask them to help each other and write the final version making sure spelling and punctuation are correct. Ask learners to exchange their work with another classmate to double-check.

7 Rearrange the class in groups of four to six. Have learners read their forecasts aloud for their classmates to say what they like about them. Remind learners of the importance of being supportive and respectful. Go around the classroom and monitor their work. To check, ask them to share their experience making forecasts and sharing their work with the class.

Self-assessment

Ask learners to read the *Reflect on your lessons* and *Final product performance* sections to think about what they did great and what they need to work on so they can decide what to answer on the *Set goals* section. Tell them to take out their portfolio binder to help them review their work if necessary.

Notes on an event are used to register information of an event as it is happening. It is a useful tool to take notes and register what is happening in a presentation or an event.

Instructions:

- 1 Complete the name and date of the event that is going to be analyzed.
- 2 Write your detailed notes about the event or presentation on the space provided.
- 3 Using the notes, provide feedback to your student(s).

Notes on an Event		
Event: _____		
Group: _____	Date: _____	Time: _____
Context: _____ _____ _____ _____ _____ _____		
Event: _____ _____ _____ _____ _____ _____		
Notes: _____ _____ _____ _____ _____ _____		

Student's name _____ Date _____

1. 25 Listen to the conversation and circle True or False.

(5 points, 1 each)

- | | | |
|---|------|-------|
| a. Daniel is timid and apologetic. | True | False |
| b. Jessica is helpful and nice to Daniel. | True | False |
| c. Jessica is willing to listen to him. | True | False |
| d. Jessica believes him. | True | False |
| e. Daniel is honest. | True | False |

2. Complete the text with the correct form of the verb in parentheses.

(5 points, 1 each)

In the past, living in space (1) _____ (be) just another fantasy and something that we (2) _____ (imagine) and dreamed about. Today we (3) _____ (know) that this fantasy is something that (4) _____ (be) possible. In the near future people (5) _____ (live) in space.

3. Read the statements and write P (Past), N (Now), or F (Future).

(5 points, 1 each)

- We will change our eating habits. _____
- There weren't as many people on the planet to feed. _____
- In 1980, there were 900 million people in the whole world. _____
- Today, there are over seven billion people. _____
- Temperatures will increase 4% by 2100. _____

4. Complete the questions with a Wh- question word.

(5 points, 1 each)

- _____ will we buy fresh food? At the communal markets.
- _____ will we grow plants? We will use a method called aquaponics.
- _____ will we live in the future? We will live on the moon.
- _____ will we eat? Food compressed in pills that we will take three times a day.
- _____ will cause severe droughts all over the world? Increasing global temperatures.

Score: (____ / 20 points)

Module 8

Lesson	Achievements	Contents
1	<p>Select and revise comic strips in English.</p> <p>Interpret content in comic strips.</p>	<ul style="list-style-type: none"> • Identify topic, purpose and intended audience. • Recognize graphic and contextual components. • Identify textual organization. • Recognize author(s). • Activate previous knowledge. • Criteria selection. • Analyze the function of comic panels, speech bubbles, sound effects/onomatopoeias, etc. • Recognize behavior and values expressed in texts and comic panels. • Identify and share reactions (ideas and beliefs) to a text. • Compare own ideas and beliefs with those represented in comic panels and texts.
2	<p>Interpret content in comic strips.</p>	<ul style="list-style-type: none"> • Use different comprehension strategies (e.g. making questions about the content of the text, anticipate what follows, identifying explicit and implicit information, etc.). • Recognize behavior and values expressed in texts and comic panels. • Exchange points of view about cultural diversity.
3	<p>Exchange opinions about cultural expressions in a discussion.</p>	<ul style="list-style-type: none"> • Recognize ideas and take a stand. • Express points of view and acknowledge the interlocutor's answer (e.g. That's what I think. What about you? / We'd love to have your opinion, etc.). • Share points of view.
4	<p>Exchange opinions about cultural expressions in a discussion.</p>	<ul style="list-style-type: none"> • Defend own ideas with arguments based on evidence (e.g. facts, examples and data). • Question stands based on common sense opinions (e.g. Why do you say that? Really? Don't you think that...?, etc.). • Offer examples. • Express points of view and acknowledge the interlocutor's answer (e.g. That's what I think. What about you? / We'd love to have your opinion, etc.). • Make preferences explicit. • Use examples to clarify confusion (e.g. What I mean is that.../For instance/ Let me show you, etc.). • Make questions based on what the interlocutor said (e.g. This a great scene with so many details). • Share appreciations.

Social Learning
Environment

Recreational and literary

Social practice

Communicative activity

Where is manga from?

Student's Book pages 123, 125

Learners will ...

- ...select and revise comic strips.
- ...interpret content in comic strips.

You will ...

...share your own experience as a reader with your students and direct students' attention for them to understand how to:

- identify topic, purpose and intended audience.
- recognize graphic and contextual components.
- identify textual organization.
- recognize author(s).
- activate previous knowledge.
- criteria selection.
- analyze the function of comic panels, speech bubbles, sound effects/onomatopoeias, etc.

- recognize behavior and values expressed in texts and comic panels.
- identify and share reactions (ideas and beliefs) to a text.
- compare own ideas and beliefs with those represented in comic panels and texts.

Assessment

- Have students evaluate themselves by answering the self-assessment section in the Student's Book on page 137.
- Use the Assessment Tool on page 139 of this guide to assess students' performance throughout the module.

Material:

a ball

Class 1

Lead-in

Take to the class some comic magazines, books, strips, characters cutouts, or printings.

Alternatively, draw or call volunteers to come to the front and draw things associated with different types of comics, for example superheroes' symbols, a mask, cape, onomatopoeias, speech bubbles, characters, etc. Ask learners what the drawings are, what comics they know, if they like comics. Then, have learners discuss in pairs the Lead-in question on page 122: *Why are comic strips considered cultural expressions?* Finally, elicit some of their thoughts. Comment that many things are considered to be cultural expressions, e.g. music, dance, art, names, symbols, architectural forms, stories, dreams of having superheroes saving humans from misfortunes, ideas of what is positive and negative, etc. and many of those are represented in comics. Thus, they are a great example of cultural expression. An example is Manga. It comes from Japan and it has very specific characteristics such as characters with very big eyes, fantastic adventures, and multiple subgenres such as *shojo* and *shonen*.

Set

1 Discuss as a class. What do you know about comic books or strips?

This stage will enable learners to activate previous knowledge (including language they may already know), identify topic, purpose and intended audience. Have students open their Student's Books to page 123. Discuss as a class the question in Activity 1. Be prepared to give examples of comic books or strips. Comment that comics started as comic strips in newspapers and that children used to wait for the Sunday newspaper to read another episode of their favorite adventures. Some were so successful that they became books and magazines; lately animated comics (including anime). Elicit and/or give names of famous comics.

Answers: Students' own answers.

Start

2 Look at the comic strip and answer the questions on page 124.

Draw learners' attention to the pictures. Elicit what they can see in each scene/panel. Do not make

corrections about the content, rather have them read and check their inferences. Ask learners what happens in the story. As a class discuss: *Who receives the message? Who was the message for? Did the message get to the right person? Who sent the message?* Have learners read again and, individually, answer the questions. Monitor and help them in case they find it difficult to understand the questions. Check as a class.

Answers: a. The right girl. b. Relationships.
c. Hawa. d. Teen girls or teens in general.
e. Manga.



Draw learners' attention to the information and questions in the box. Read them out loud. Arrange the class in small groups and have them discuss the answers.

Manga is a comic strip style originally from Japan.

Basically, they can be about any topic, from romance, adventure, comedy, and mystery, to science fiction, fantasy, or suspense. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

3 Read the comic strip in Activity 2 again. Read the sentences and circle Yes or No.

Tell learners they are going to read the comic strip in Activity 2 again but this time to focus on details. Ask learners to share information they remember about the characters and what happened in the comic. As an example for the activity, write the first sentence on the board and elicit the answer from learners. Ask learners to read the sentences before reading the comic again. Have them read the comic and decide if the answer is Yes or No for each sentence. Let students compare answers in pairs and then elicit answers and write them on the board.

Answers: a. Yes b. No c. No. She only thinks Kirk doesn't have her name clear. d. Yes
e. No. f. No.

4 Match the comic strip elements to their functions.

In this stage, learners will analyze the function of graphic elements in comics. Draw a speech balloon on the board. Ask learners what that is and what goes inside it. Do not tell them if they are right or wrong yet. Tell them they will work with names of comics' visual elements. Ask them to read very carefully the two columns. Introduce vocabulary using a real comic strip. Point to each concept to illustrate its meaning.

Elicit other kind of texts where they can find these elements besides comic strips. For example: *Where else can you find close captions? At movies.* Arrange the class in pairs and have them match the columns. Monitor and guide their work. Check as a class.

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

Wrap-up

Play hot potato with the class. Allow students two minutes to memorize vocabulary from Activity 4 and details from the comic strip in Activity 2. Ask students to stand in a circle. (If you have a large class, do the activity in rows.) Throw a ball to one of the students who has to say one vocabulary item from Activity 4 before throwing the ball to somebody else. The next student says another item or you ask a question about the comic (*Who is the main character? Rebecca? What is the title? A certain girl, What's the name of the boy? Kirk, Who would like to go to the movies? Rebecca and Maria.*), until someone gets it wrong and the game starts again. Continue until all the students in the circle (or in the row) have participated at least once.

Teaching Tips

Ask students to bring teen magazines and their favorite comic strips, or illustrated cartoons. Two per student. Encourage students to bring clothes or a disguise of their favorite comic character or hero.

Class 2

Lead-in

Tell learners you need three very brave volunteers

Lesson 1

to do something fun. Select two girls and one boy. Tell the three volunteers to wait for a bit. Ask everybody to open their books to page 123. Ask them to listen to you and repeat. Read out the comic part by part, trying to act like the characters would. Students then listen and repeat. Encourage them to act like the characters. Then, say: OK, now it is the turn for the brave volunteers. Ask them to come to the front and act the dialogs of the comic. Invite them to have fun with the activity. Finally, praise them with a round of applause.

5 Check (✓) the visual elements you can see in the comic strip.

In order to provide learners some practice in the recognition of graphic and contextual components in comics, divide the class in teams of 4. Ask students to take out the teen magazines they brought to the class. Have students think on an imaginary character and come up with an idea for a scene containing the visual elements of a comic strip. Ask them to work on a separate piece of paper to make the scene. Ask them to draw a panel, cut out illustrations, and write a short dialog for it. Remind them to include a caption for the narrator, a sound effect, and a title. You can ask students to keep this activity as a portfolio evidence. Now focus their attention on the pictures and ask them to match the columns. Check as a class.

Answers: a, c, d, e

Media Resources

Print, photocopy, or display the Comics poster for learners to analyze the graphic elements of comics.

Do

6 Circle the word that describes your opinion about the comic strip in Activity 2. Share your opinion with a classmate.

In this stage, learners will identify and share reactions (ideas and beliefs) to a text. Ask learners to take out their favorite comics and invite some volunteers to come to the front and talk about them. Ask: *What's the*

name of the comic? What is it about? Have students leaf through pages and show the visual elements to the rest of the class. Draw students' attention to the artwork, the story, characters and colors. Ask a volunteer to read instructions out loud and then have learners look at the comic strip in Activity 2 and compare the artwork, story, characters and colors with their favorite one. Finally have students circle the option that they think describes the comic in Activity 2 the best. Arrange the class in pairs and ask them to share their opinions.

Answers: Students' own answers.

Share

7 PROCESS Look for other two comic strips on the Internet or in your local library. Compare them and complete the chart. Add three more criteria to the chart. Share your results with a classmate.

Arrange the class in small groups of three or four. Ask learners to take out the comics they brought or give them the ones you brought to the class. Give them some time to share the comics and have a brief free discussion about what they like about those comics. Stop the discussion and ask *About which characteristics of the comics could you give your opinion?* They can refer to Activity 6 for ideas. Listen to some, then, ask learners to go to page 136 and locate Step 2.

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

Answers: Student's own answers.

Tell your learners to go to the Self-assessment on page 137 and answer the questions for Lesson 1.

Teaching Tips

Divide the class into teams of 4. Ask them to choose a scene from a comic strip they brought. Tell them they are going to act it out. Encourage them to disguise as the main character. Ask them to decide who is going to read the captions and who is going to make the sound effects.

Student's Book pages 126-128

Learners will ...

...interpret content in comic strips.

You will ...

...foster a positive and warm atmosphere that guarantees students' confidence to:

- use different comprehension strategies (e.g. making questions about the content of the text, anticipate what follows, identifying explicit and implicit information, etc.).
- recognize behavior and values expressed in texts and comic panels.
- exchange points of view about cultural diversity.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 137.
- Use the Assessment Tool on page 139 of this guide to assess students' performance throughout the module.

Material:

flipchart paper, color pencils or markers, teen magazines, comic strips or illustrated cartoons.

Class 1

Reader – You Don't Need a Cape to



Be a Hero

First Reading

Put learners in pairs or groups. Ask them to open their Readers to the cover pages 102-103. Draw learners' attention to the illustration or photos in it, and elicit what they think the text is about. Encourage learners to use English. Read the activation question out loud and have them discuss it. Monitor. Elicit answers and write some of them on the board. Ask them to read the chapter individually, in groups, pairs or out loud. Have them answer the First Reading activities. Monitor and provide assistance.

answers. Then, have them label the pictures and check answers as a class.

- Answers:** a. sound effects b. superhero
c. comic books d. villain

Start

2 Read the first part of the story. Answer the questions on page 127.

In this stage, learners will use different comprehension strategies (e.g. making questions about the content of the text, anticipate what follows, identifying explicit and implicit information, etc.). Have learners look at the pictures and tell you what they can see. Ask what they think happens in the story. Have them read to check their inferences and ask if they were right. Elicit from students the visual elements that appear on the story. Have different students read the captions. In pairs, ask them to act out the story.

Focus learners' attention on the questions on page 127 and ask them to read the comic again and answer the questions individually. Monitor their work. If necessary, ask them to tell you where in the text the answer to a certain question is. Have them share their answers with a partner. Check as a class.

Set

1 Use the words from the box to label the photos.

In this stage, learners will activate any previous knowledge they may have. Have students open their Student's Books to page 126. Draw learners' attention to the pictures. Name a popular superhero, and elicit from students his/her enemy. Explain to students that the opposite character of a hero is a villain. Ask them to tell you the name of famous villains they know.

Check as a class. As a class, choose the three top superheroes and villains. Have students support their

Lesson 2

Answers: a. Because Black Raider stole his father's mask. b. Because the mask gives him the power to fight. c. That the thief knew he would affect Axol's power. d. Apparently yes. e. Students' own answers.

3 · Read the second part of the story. Check your predictions.

Ask students to make predictions on what they think is going to happen next in the story. Ask them to read the second part of the story and check if their predictions were right. Have them share with a partner whether they were right or not.

Answers: Students' own answers.

Wrap-up

Elicit which second part of the story learners liked the most, if the one they imagined or the one in the story and why. Have several learners participate and the rest of the class say if they agree.

Alternatively, invite some students to the front to act out the second part of the story.

Class 2

Lead-in

Tell learners to develop ideas for a comic strip that will include a hero and a villain. Have them think on the costumes each character will have. Ask them to design and draw the characters with their facial expressions and include any tool they may have (a hammer, a flying car, etc.) You can use this activity as portfolio evidence. Have learners work on a separate piece of paper if necessary.

Draw learners' attention to the box. Arrange the class in pairs. Ask learners to discuss the questions. Go around and take notes of their opinions to retake them later. Also help them with difficult language; you may guide the discussion to mention things like success, honesty, justice, family or respect. Stop the discussion after some

minutes and based on your notes, give a short report of the ideas you heard. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

4 · Reflect on the ideas and beliefs in the comic strip. Circle the correct option.

Have students open their Student's books to page 128. In order for learners to recognize behavior and values expressed in comics and exchange their points of view about cultural diversity, ask them to think back about the story in Activity 2. Allow some time for students to read again the story if necessary. Mention some values such as: *honesty, generosity, friendship, compassion, love*, etc. and elicit from students the values this story may reflect. Ask if the story has a moral and what would it be. Have them read the sentences and select the correct option according to the comic they read. Arrange the class in pairs for learners to share their answers. Check as a class. Ask learners if they agree with the values in the comic and why.

Answers: a. our family b. wrong c. impolite
d. bad e. internal power

Do


5 · Work in pairs. Ask and answer questions about the character's values.

Remind students that the purpose of a moral value is to promote important principles and beliefs to guide our life. Mention some famous heroes students may know. Elicit from them the principle that guides them to do what they do. Have students support their answers using the expressions like: *I believe...*, *In my opinion...*, *From my point of view...* etc. E.g: *I believe a superhero does good things and doesn't take credit for them because he's humble.* Help students with the vocabulary to formulate their answers if necessary. Ask volunteer learners to read out loud the questions for the class. Focus learners' attention on the sample answers and ask them to use them in order to give their points of view. You may want to model pronunciation and have them repeat for a few times. Arrange the class in pairs. Have pairs take turns to interview their partner and

take notes of the answers. Go around monitoring and helping learners to express their beliefs. Stop the discussion and allow some participation to hear some opinions.

Answers: Students' own answers.

Share

6  **PROCESS** Think of everyday situations when the values in the comic: respect, honor, and self-confidence are important. Make some notes on your ideas and discuss them in groups. Continue your discussion on page 135.

Elicit the values represented in the comic of this lesson, for example, success, honesty, justice, family or respect. Have them reflect about how we show those values in everyday situations. Ask questions like: *When do we show respect?* Allow some participations; guide or complement learners' ideas. Draw learners' attention to Activity 6 and the example in the sticky note. Ask them to write more notes about when and how we show values every day, in a similar way to the example. Arrange the class in small groups. Set a time limit and have learners write their opinions. Monitor learners' progress and provide help as necessary. Get some volunteers to share their opinions with the class. Now, ask learners to go to page 135 to continue their discussion about values.

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

Media Resources

Print or photocopy the *Talking about likes and dislikes* Communicative Expressions flashcards to talk about likes and dislikes, agreeing or disagreeing. Give each group of learners a set of flashcards.

Teaching Tips

Have learners think on the moral values the hero of his story (from the lead-in activity) will have and write them down. Ask them to think whether the character was born with his or her superpowers, comes from another planet, or the way they acquired or developed their abilities.

Tell your learners to go to the Self-assessment on page 137 and answer the questions for Lesson 2.

Teaching Tips

Write on a flipchart different superpowers comic superheroes may have and bring it for the next class. E.g.: invisibility, super human endurance, super-human strength, healing, x-ray vision, water breathing, invulnerability, time travel, night vision, super-human speed, telepathy, weather control, wall crawling, precognition, mind control, time manipulation, ability to fly, etc.

Student's Book pages 129-131

Learners will ...

...exchange opinions about cultural expressions in a discussion.

You will ...

...foster and guide your students for them to be able to:

- recognize ideas and take a stand.
- express points of view and acknowledge the interlocutor's answer (e.g. That's what I think. What about you? / We'd love to have your opinion, etc.).
- share points of view.

Assessment

- Have students evaluate themselves by answering the self-assessment section in the Student's Book on page 137.
- Use the Assessment Tool on page 139 of this guide to assess students' performance throughout the module.

Material:

flipchart paper, color pencils, and markers

Class 1

Lead-in

Ask learners what superheroes they know. Write on the board the word superpowers and ask learners what superpowers they remember having seen in the superheroes they know. If students don't remember or don't know how to name the superpowers, place the flipchart with superpowers on the board and have different students come to the front and explain each one of them. Elicit from students different superpowers and add them to the flipchart. Help them with vocabulary, they may mention some like: flight, ice control, high intellect, magic, power suit, size manipulation, super sight, psychic, teleport. Tell them today they will see a story about a superhero.

Set

1 Work in pairs. Discuss the questions.

Draw learners' attention to the pictures. Ask them what is happening in the first picture (the girl is moving objects without touching them) and elicit the name of that power. Follow the same procedure with the other three pictures. Focus learners' attention on the questions. Read each of the question out loud and allow some volunteers to tell you their answers.

Answers: Students' own answers.

Start

2 Read the comic strip. Discuss with a partner what the problem is.

Draw learners' attention to the pictures. Ask them what seems to be happening in the story just by looking at the pictures. Allow some participations. Ask shy students if they agree with their partners' participations. Ask them now to read and check if they were right. Arrange the class in pairs and ask learners to discuss what the problem is. Go around monitoring the discussion. Elicit some ideas. Have students notice the high principles behind the superhero's actions: *It is a superhero's duty to do the best for everybody, in this case, the city.* Ask them to tell you what they'd do in the same situation, if they had superpowers how they would help the city.

Answers: Super Sentinel doesn't want to use his power of omnividence because last time he used it, he saw something very sad.


3 Read the comic strip again and circle True or False.

Ask learners to read the sentences and check they understand them or otherwise ask you for clarification. Have them read the comic again and tell you: *Who is in trouble? What's the problem? Who are the superheroes? What powers do they seem to have? Do they want help?* Elicit answers and explain that even though we do not know who the villain of the story is and how is he or she attacking the city, superheroes moral obligation is

to help people in danger. Have students make predictions on the rest of the story.

Then ask them to individually decide whether the sentences are True or False. Arrange the class in pairs for learners to share their answers. Check as a class.

Answers: a. True b. False c. False d. True
e. True

4  **Listen to and read a conversation about the comic strip in Activity 2. Classify the underlined expressions in the table below.**

In this stage, learners will recognize ideas and listen to people who take a stand. Tell learners they will listen to two friends, Angel and Cecil giving opinions about the comic strip in Activity 2. Ask them to listen and tell you if the opinions are positive or negative. Play the CD and elicit the answer to your question (Cecil: negative. Angel: positive). Ask learners if there is anything they find difficult to understand and clarify meaning. Now, arrange the class in pairs and have learners read the conversation again and find expressions to ask for opinions and to give opinions and classify them in the table. Check as a group. Model pronunciation and have learners repeat.

Answers: Expressions to ask for opinions: What do you think about...? I'd love to know your opinion. What about you? What's your opinion about that? Expressions to give opinions: I think... I think that... In my opinion... What I mean is that... I disagree. I believe... I agree with that.

Wrap-up

Have learners read and repeat the dialogs of the comic in Activity 2. Assign half of the class Super Sentinel's dialogs and the other half Bright Boy's. Then, arrange the groups in pairs and have them role-play the comic. Have a few pairs act out the dialog for the class.

Teaching Tips

Bring the flipchart with the superhero's abilities and superpowers for the next class.

Class 2

Lead-in

Ask learners to share opinions with their friends and talk about what they read, watch, see or hear. Elicit what was the last thing they exchanged opinions about. Allow some participations and be thankful with learners who participated.

Do

5 • Work in pairs. Read the last part of the comic strip. Answer the questions and discuss your answers.


In this stage, learners will recognize ideas and take a stand. Ask: *How do you think the story about Super Sentinel and Bright Boy ends?* Write their ideas on the left of the board. Have students open their Student's Books to page 131 and look at the pictures, ask: *What is happening in the pictures? Who is Super Sentinel fighting against?* Tell students that even when Super Sentinel didn't want to use his powers he decided to help the city by beating evil. Remind students that a very important characteristic about heroes is that they are always willing to sacrifice themselves to the greater good. Have students answer the questions. Elicit some answers and write them on the right of the board. Check as a class how their predictions were similar to what happened.

Answers: a. He decided to use his super power. b. If someone has an ability, he/she should use it to help others. c. Student's own answers.

Media Resources

Print or photocopy the *Talking-about likes and dislikes* Communicative Expressions flashcards to talk about likes and dislikes, agreeing or disagreeing. Give each group of learners a set of flashcards.

Lesson 3

6  Write your ideas about the comic strip on page 135. Use the ideas below to help you.

Have learners recall what happens in the comic they read in this lesson. Draw their attention to the opinions in Activity 6. Have some volunteers read the ideas. Ask learners if they agree with the ideas. Tell them now they will write their own ideas about a comic on page 135 and have them turn to that page.

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

Answers: Students' own answers.

Share

7 **PROCESS** Work in pairs. Read each other's ideas and decide if you agree with them. Take turns to read ideas out loud and give your opinion. Use the expressions from the table in Activity 4.

In this stage learners will share their personal appreciations based on the opinions they wrote in Activity 6. Ask them to go back to Activity 4 and elicit expressions to ask for and give your opinion. Have them exchange their points of view in pairs. Go around monitoring and take notes of learners' opinions and monitor the use of language. Ask: *What do you think about the story? What's your opinion about Bright Boy/Super Sentinel? Do you think superheroes have a moral obligation with people? If so, why?* Elicit some ideas discussed or shared and have students add them to their previous notes. Encourage students to give their opinions regarding those questions and then ask the rest of the class if they agree or not with their classmates.

Help students draw conclusions on the moral of the story: *With power comes great responsibility.* Ask them: *Do you know other stories with a similar moral?* Elicit answers.

Teaching Tips

Divide the group into two teams. Explain that they are cowboys and they are involved in a duel. One student from each team comes to the front. Get them to pretend to draw their pistols. "What do you call the ability to control the weather? The first child to give the answer (atmokinesis) correctly says "bang bang", pretending to shoot his opponent and wins a point for his team. The team with the most points is the winner. If students don't remember the name of superpowers, display the flipchart you prepared in lesson 2 on the board for 2 minutes.

Tell your learners to go to the Self-assessment on page 137 and answer the questions for Lesson 3.

Student's Book pages 132-134

Learners will ...

...exchange opinions about cultural expressions in a discussion.

You will ...

...foster and guide your students for them to be able to:

- defend own ideas with arguments based on evidence (e.g. facts, examples and data).
- question stands based on common sense opinions (e.g. *Why do you say that? Really? Don't you think that...?, etc.*).
- offer examples.

...make use of enough demonstrations and example for students to be able to:

- express points of view and acknowledge the interlocutor's answer (e.g. *That's what I think. What about you? / We'd love to have your opinion, etc.*).

- make preferences explicit.
- use examples to clarify confusion (e.g. *What I mean is that... / For instance / Let me show you, etc.*).
- make questions based on what the interlocutor said (e.g. *This a great scene with so many details / What kind of details, exactly?, etc.*).
- share appreciations.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 137.
- Use the Assessment Tool on page 139 of this guide to assess students' performance throughout the module.

Material:

newspaper comic strips, markers, and color pencils.

Class 1

Reader – You Don't Need a Cape to Be a Hero



Second Reading

Explain to learners that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud and monitor as learners perform the task individually. Let them compare their answers with a classmate. Have volunteers say the answers out loud.

Set

1 Work in pairs. Look at the comic strip. What is it about?

Have students open their Student's Books to page 132. Draw learners' attention to the pictures of the comic. Ask them to try to guess what happens. Allow a few participations from learners and elicit their predictions. Have them read and check if they were right.

Start

2 Listen to two friends talking about the comic strip in Activity 1 and answer the questions.

Tell learners they will listen to three friends, Valery, Paul and Adam, talking about the comic strip in Activity 1. Say: *Do all friends think the comic is funny? Listen and tell me.* Play de CD. Have them listen and then elicit the answer to your question (*Yes, they think it is funny*). Have learners read the questions in silence. Ask them to listen again and answer the questions. Play the CD. Arrange the class in pairs. Have learners compare their answers. Check as a class.

Answers: a. It is funny. b. Super hero and wrestling comics. c. He would laugh out loud. d. Yes, but when they have a moral. e. That it is cool.

3 Listen again and complete the sentences with the expressions in the box.

This stage will be useful to train learners to defend their own ideas with arguments based on evidence and question stands based on common sense opinions, since speakers do this in the dialog. Tell learners they

Lesson 4

will listen again to the dialog in which Valery and Paul discuss their opinion of the comic. Have them individually read the gapped dialog first and elicit the meaning of unfamiliar words or expressions like: *funny, joke, wrestling cool, etc.* Ask them to listen and complete it. Play the CD. Pause it after each sentence allowing time for students to complete. Play it again so students can check their answers or complete any missing gaps. Let students compare answers in pairs. Check answers as a class.

Answers: a. I don't like b. I prefer
c. I disagree d. For example e. I agree

4 • Match the expressions with their meaning.

Arrange the class in pairs. Draw learners' attention to the expressions on the left column, and read them out loud for them. Ask them to read carefully the meanings of the right column and choose the best match. Set a limited time for the task. Go around the class to monitor learners' work. Elicit answers. Divide the class into teams of 4. Ask them to write sentences about the things they like or don't like and give a reason why they like it or not and if they don't like it tell something they prefer instead. Model the activity. Say: *I like horror movies because they are entertaining.* The rest of the students in the team have to say if they agree or disagree with your statement: *I agree, they are great. I disagree they give me nightmares. I prefer romantic movies.* Have students do the activity until all the members of the teams have participated.

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

Wrap-up

Elicit the two adjectives used by the friends to describe comics (funny and cool). Ask them to think about comics they know and elicit what adjectives they would use to describe them. Write on the board: *imaginative, entertaining, thought-provoking, inspiring.* Elicit the meaning of each adjective and give the definitions: *imaginative (has a lot of new creative ideas), entertaining (it is fun to read and watch), thought-provoking (makes you think), inspiring (makes you feel enthusiastic or excited).* Erase everything on the board and elicit the adjectives you just saw.

Teaching Tips

For the next class, ask students to bring different newspaper comic strips, markers and color pencils.

Class 2

Lead-in

Ask learners if they think giving their opinion is important. Let them tell you what they think. Ask them if they like to give their opinion, have them raise their hand, if they do. You may want to say this: *When giving your opinion, not everybody will agree with you; you won't agree with everybody either. Some things are important then: 1) Respect others' opinion, 2) Give your opinions respectfully, and 3) Giving your opinion will help you define your character, so give your opinion about things.*

Do

5 • Work in groups of three. Role-play the conversation in Activity 3.

Have students open their Student's Books to page 133. Arrange the class in groups of three. Ask learners to take turns to adopt a role, Paul, Valery or Adam, and role-play the conversation. Tell them to take a different role every time until they have all performed the three of them. You may want to play the CD with the conversation again to model pronunciation or have them to go to the Audio Scripts section on pages 175-181, and have them repeat first. Go around the class to monitor their work and help with pronunciation. Encourage students to use non-verbal language as gestures and facial expressions to emphasize the meaning of the expressions. E.g.: *It's funny! (smiling) It's a joke! (laughing) That's cool! (thumbs up) Let me think (hesitating).* Have one or two volunteer groups perform the conversation for the class.

6 • Read the comic strip and answer the questions.

Draw learners' attention to the pictures of the comic. Have them read it and ask them what it is about. Allow a few participations and ask the rest of the class if they agree. If they don't, have them support their opinions. Then, ask learners to answer the three questions. Elicit


some answers. Have students give you different opinions about the comic.

Say: *Did you find it attractive? Did you like the illustrations? Why or why not? Did it make you laugh? Do you think it is silly?*

Have learners support their answers.

Answers: a. It is about two dogs. One of them asks the other a question, but the other says that he can't answer because dogs can't read. b. Student's own answer. c. Student's own answer.

Share

7  **Work in pairs. Discuss your opinions about the comic strip. Follow the instructions below.**

In this stage, learners will ask about points of view and express points of view, use examples to clarify their messages and make questions based on what the interlocutor said. Draw learners' attention to the steps to perform the task. Ask them to follow you reading the steps for them. Check instructions by asking learners what they have to do or tell instructions part by part like this: 1) Work in pairs; 2) Both students read both cards; 3) Student A focuses on card A and prepares notes according to card A. Student B focuses on card B and prepares notes accordingly; 4) Take turns to exchange your opinions. Ask them to go to page 136 to write a draft of their discussion.

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

Teaching Tips

Have students take out their newspaper comic strips and paste them in different places of the classroom. Ask students to work in pairs. Tell them that one of them is going to be the dictator who has to run where his comic strip is and memorize the first scene (with dialog) and describe it to his classmate (the designer) and dictate any dialogs or sound effects it may have. The designer has to create the comic strip in his notebook. Then they switch places with a new cartoon.

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

Tell your learners to go to the Self-assessment on page 137 and answer the questions for Lesson 4.



Arrange the class in pairs. Draw learners' attention to the box. Ask learners to discuss the questions. Go around and take notes of their opinions to retake them later. Also help them with difficult language; you may guide the discussion to mention things like the importance of respecting other people's opinions or how to disagree politely in a discussion. Stop the discussion after some minutes and based on your notes, give a short report of the ideas you heard. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Student's Book pages 135-136

Materials: information and examples of comics.

Class 1

1 Remind learners what the product of this module is: Discussion about Comic Strips. Ask learners to locate Step 1 of the product. Ask learners to take out the comics they brought. Draw learners' attention to the table. Have them discuss their opinion on the aspects in the table for each comic; then ask them to write three more aspects on the table. Ask them to register their ideas in the table. Monitor and help learners with difficult language. Elicit some opinions.

2 Once students have turned to page 135, have volunteers share which comics they chose in Activity 1. After that, elicit what values are found in that comic and how we show that value in real life. Repeat the procedure a few times. Now, ask learners to discuss the values represented in the comics they worked with in Activity 1 and when and how we show those values in everyday life. Monitor and help. Stop the activity and give feedback. Then, ask learners to write notes about their discussion in the space provided. Monitor. Have students share their notes with another group.

3 Arrange the class in pairs. Ask learners to locate Step 3 and ask them to read the instructions. Elicit what they have to do. Ask them to write their own opinions about the comic they chose. Monitor and help. Take notes to use them when you provide feedback. Stop the activity. Have them compare their work with another pair. Provide general feedback.

4 Once learners have turned to page 136, ask them to locate Step 4. Ask them to write their draft considering the information for Student A and Student B on page 134. Monitor and help. Have them practice their dialogues. Once they have completed their draft ask them to perform their discussion to another pair or the class. Give learners some comments on their performance.

CONCLUSIONS

5 Ask students to go back to steps 1 to 4. Elicit the kind of things they did and complement their ideas as

necessary. Tell them they will now discuss some reflection questions about their work in those steps. Arrange the class in small groups. Tell them to read the questions in silence, so they can start thinking on their answers. Ask students to take turns to ask and answer each question and share their views. Monitor and help. Ask them to participate and listen to their classmates.

6 Now rearrange the group and mix the students so they work with different learners. Encourage them to share the conclusions they arrived to with their original groups to find new points of view. Finally ask different members of each group to share the conclusions they arrived to.

Class 2

CREATE

7 By this stage, learners will have been exposed to some comic strips and used some interpretation strategies. Also, they have exchanged their opinions about cultural expressions in a discussion. Remind them that based on that work, they will have A Discussion About Comic Strips. This stage is of utmost importance in the learning process of students, since previous lessons and steps in the product section prepared students for this work. Students should now make their own decisions. Arrange the class in small groups. Ask them to open their Students Books to page 136, Activity 7. Ask them to read the directions and elicit what they have to do. Ask learners to make decisions about how to divide the work and the estimated time to do their product. Monitor and help.

8 Arrange the class in big groups by having two groups working together. Ask them to discuss their comics. When they finish they could work with a different group and have a new discussion. Monitor. Give general feedback.

Self-assessment

Ask learners to read the *Reflect on your lessons* and *Final product performance* sections to think about what they did great and what they need to work on so they can decide what to answer on the *Set goals* section. Tell them to take out their portfolio binder to help them review their work if necessary.

A *peer evaluation rubric* is used to assess the team members' collaboration and performance on a given task or project. The students can also use it to evaluate their own performance within the team.

Instructions:

- 1 Write the names of your classmates in the numbered boxes.
- 2 Assign the members of your group a value (by using the key) for each listed aspect.

Peer Evaluation Rubric				
Attribute	Myself	1	2	3
Accepted the assigned tasks willingly.				
Participated actively in group discussions.				
Helped others with their work when needed.				
Worked well with other group members.				
Worked accurately and completely.				
Respected others' opinions and suggestions.				
Suggested possible solutions to problems with the task / project.				
Followed the teacher's instructions.				
Acted as a valuable member of the team.				

Key:

- 0 = Not at all
- 1 = Poor
- 2 = Fair
- 3 = Very Good
- 4 = Excellent

Student's name _____

Date _____

1. Listen to the conversation and circle the right choice.

(5 points, 1 each)

- a. The boys are talking about
 - 1. a movie.
 - 2. a book.
 - 3. a comic strip.
- b. They both have
 - 1. the same opinion.
 - 2. a different opinion.
 - 3. no opinion.
- c. Super Sentinel has
 - 1. an internal fight.
 - 2. a fight with the world.
 - 3. a fight with the city.
- d. Cecil believes the comic strip is
 - 1. simple and boring.
 - 2. simple and predictable.
 - 3. simple and interesting.
- e. Angel believes superheroes
 - 1. don't have human problems.
 - 2. disagree like humans.
 - 3. suffer like humans.

2. When are the expressions below used?

(7 points, 1 each)

- a. I think that...
- b. What do you think about...?
- c. In my opinion...
 - 1. To ask for opinion
- d. I'd like to have your opinion about...
- e. I believe...
 - 2. To give opinion
- f. What I mean is that...
- g. That's what I think!

3. Listen to the conversation in Activity 1 again. Write the expressions used to give an opinion.

(5 points, 1 each)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

4. Complete the sentences below with the correct phrase.

(3 points, 1 each)

I prefer I agree I disagree

- a. _____ with you entirely! I think it's the right think to do.
- b. _____ to take a taxi. It's safer and faster.
- c. I'm afraid, _____ with you. That's not our best option.

Score: (____ / 20 points)

Module

9

Lesson	Achievements	Contents
1	Revise and understand information about the human body systems.	<ul style="list-style-type: none"> Analyze graphic and textual components. Establish the relation between illustrations and text. Define topic, purpose, and intended audience. Identify new words. Use adjectives (comparative and superlative) in questions and answers. Explain comprehension strategies.
2	Propose and answer questions about the human body systems.	<ul style="list-style-type: none"> Extend repertoires of words and expressions. Make and answer questions to describe components. Use verb forms (present) and nouns (with / without determiner, compound, countable / uncountable) in the writing of notes. Organize terms and descriptions in tables. Reflect and act for the own and others' physical benefit. Exchange points of view.
3	Write notes to describe human body systems.	<ul style="list-style-type: none"> Write and / or rewrite sentences to describe components, summarizing information from sources. Use verb forms (present) and nouns (with / without determiner, compound, countable / uncountable) in the writing of notes.
4	Write notes to describe human body systems. Edit diagrams in teams and with the guidance of the teacher.	<ul style="list-style-type: none"> Establish a number of descriptions based on illustrations. Order sentences to compose notes and relate them to pictures. Promote respect and collaboration in school work. Value the use of punctuation marks and standard spelling. Spot and clarify doubts. Take off or add information to improve their notes. Adjust language according to purpose and intended audience. Evaluate the progress in English proficiency.

Social Learning
Skill Formation

Academic and educational

Social practice

Write notes to elaborate human body systems

Communicative activity

Search and select of information

Student's Book pages 139-141

Learners will ...

...revise and understand information about the human body systems.

You will ...

...allow your students to participate in the planning of activities which help them to:

- analyze graphic and textual components.
- establish the relation between illustrations and text.
- define topic, purpose, and intended audience.

- identify new words.
- explain comprehension strategies.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 153.
- Use the Assessment Tool on page 155 of this guide to assess student's performance throughout the module.

Class 1

Lead-in

Write *Human Body* on the board. Put students into groups of three. Ask students to open their Student's Books to page 138. Direct students' attention to the lead-in opening question. Tell them to take turns to ask and answer the question. Monitor and help. Elicit answers from volunteer students. Explain that in this lesson they will look at some interesting information about the human body.

Set

1 Look at the illustrations and discuss with a partner.

This stage will enable learners to activate their previous knowledge. Ask students to open their Student's Books to page 139. Direct students to the pictures and the questions and ask: *Have you seen an exhibit of the human body? Where?* Have students answer the questions in pairs. Monitor and provide assistance. Elicit answers from volunteer students and write them on the board. Do not tell students yet if they are right or wrong; this is what they will have to discover in the following activity.

Answers may vary.

Start

2 Listen to the conversation and check your guesses.

Tell learners they will now listen to Johanna and Jake talking about the images in Activity 1. Ask them to listen and check if their guesses were right. Play the Class CD and individually, have students check their predictions. Play the CD a second time and ask: *What's the name of the Museum? What are they seeing there? Do the friends want to visit that Museum?* Elicit from students what Jake says (The whole building looks like a body. Visitors can walk around inside). As an alternative, ask students what parts of the body they can see in the pictures in Activity 1 (heart, brain, and lungs). Play the CD a third time, and have students listen again and identify in the audio and in pictures of Activity 1, more parts mentioned (heart, blood, vessels, brain, nerves, spinal cord, lungs, nose, trachea). If time allows, have learners classify those parts according to the System they belong to (Cardiovascular System, Respiratory System, and Nervous System)

Answers: a. They seem to be inside a human body. b. They are at a museum exhibit. c. It doesn't say. It is assumed that general public. Also in the pictures there are different people.

Media Resources

Print, photocopy, or display the *The Human body* poster for students to have it as a reference.

3 Look at the posters outside the museum and discuss in pairs.

This stage will help learners define topic, purpose, and intended audience. Direct students to the pictures, help them by focusing attention on the titles and graphical information. Have them read the questions and ask: *Are these posters to inform or entertain? How do you know? Are the diagrams clear?* Elicit answers. Then have students discuss the questions in pairs. Refer students to the Glossary on page 170 to clarify the meaning of words. In pairs, have students answer the questions. Monitor and provide assistance. Have students check answers as a class.

Answers: a. About the Human Body Systems.
b. To inform about the human system parts and some interesting facts. c. They are for all museum visitors.

4 Complete the chart on page 139 with the words in blue from the text. Look at the example.

In this stage, learners will establish the relation between illustrations and text. Ask students to open their Student's Books to page 140. Refer students back to the posters on page 139. Direct student's attention to the words in blue and the example. Have students complete the charts with the words in blue. Elicit answers.

Answers: a. Tooth b. Pelvis c. Arteries
d. Heart e. Veins

5 Read the posters again and check (✓) the elements you can see in them.

In this stage, learners will analyze graphic and textual components present in human body diagrams. Direct students to the rubric and the elements and check comprehension. Refer students back to the posters on page 139. Ask: *Does the posters have pictures?* Have them read the posters and check the elements. Check answers as a class.

Answers: a. ✓ b. ✓ c. - d. ✓ e. ✓ f. - g. ✓

Wrap-up

Put students into groups of three or four. Tell them to discuss if they would like to visit a museum like the one in this lesson, and what area of the museum they would like to visit first and why. Model an example for students so they are clear on what they have to do. In groups, students say whether they would like to visit the museum and why. Monitor and help. Elicit ideas from volunteer students. Point out that museums help people learn about different topics such as history, science, art, etc. and that interactive museums offer a greater experience.

Class 2


Lead-in

Have a mini-spelling bee contest. Elicit and write words from last class on the board: *heart, blood, vessels, brain, nerves, spinal cord, lungs, nose, trachea, skeletal system and cardiovascular system.* Give learners 1 minute to study the words. Divide the class into two teams. Model the activity by writing *trachea* on the board, then turn to the class and say: *Trachea. T-r-a-c-h-e-a. Trachea.* Call a representative from each group, in turns, to come to the front and spell a word you write on the board. The team who has more correct words wins.

Language

Direct learners' attention to the Language Box and have them read it. Arrange the class in pairs and ask them to discuss what they understood. Write the four examples from Activity 6 on the board. Point to each of the comparative sentences at a time and ask where the comparative is. Underline the comparatives. Tell students to consider one-syllable adjectives as short and two-syllable or more as long. Elicit when we use comparative ending *-er* and when the comparative *more + adjective*. Follow the same procedure with the superlatives. Tell them there are exceptions, but they will work with them in the following activity.

Lesson 1

6  **PROCESS** Analyze the sentences and circle the best option to complete the rules.

Copy the sentences on the board. Underline comparative and superlative forms. Direct students to each sentence and ask: *Are these sentences comparing two or more things?* Leave the sentences on the board, for the next activity. Ask students to open their Student's Book to page 140. Direct students to the sentences. Tell them to analyze the sentences and complete the rules. Direct students' attention to the rules and model an example. Have students analyze the sentences and complete the rules. Monitor. Check answers as a class. Elicit answers. Ask students to close their books.

Answers: a. comparatives b. superlatives
c. than

Do

7 **Work in pairs. Complete the comparative and superlative tables.**

Direct students' attention to the first sentence on the board and ask: *What is the comparative form in this sentence? How do we make short adjectives into comparatives?* (we add *-er + than*). Direct students' attention to the second sentence and ask: *How do we make long adjectives into comparatives?* (we use *more + adjective + than*). Draw their attention to the third sentence and ask: *What is the superlative form in this sentence? How do we make long adjectives into superlatives?* (we use *most + adjective*). Direct students' attention to the fourth sentence and ask: *How do we make short adjectives into superlatives?* (we use *the + adjective + -est*). Point out that there are irregular adjectives that do not follow these rules. Ask students to open their Student's Books to page 140. Have students answer the table in pairs. Elicit answers.

Answers: Short adjectives: a. bigger than
b. the closest c. faster than d. the fastest
e. larger than f. the largest g. lighter than
h. the slowest i. the smallest j. the tallest
Long adjectives: a. the most complex b. more flexible than
c. the most frequent d. the most important e. the most common
Irregular adjectives: a. better than


Share

8 **Work in pairs. Read the charts and complete the diagrams. Then answer the questions.**

Ask students to open their Student's Books to page 141. Direct students to the charts, diagrams, and blanks. Tell them to complete the diagrams with information from the charts. Have students look at the example and ask: *What connects the parts of the body to the brain?* (the spinal cord.) Have students work in pairs to complete the diagrams. Refer students to the Glossary on page 170 to clarify the meaning of words. Direct students to the questions below. Ask them to read the charts again to answer the questions, in pairs. Elicit answers.


Answers: Diagrams: a. brain b. spinal cord
c. right lung d. nose e. left lung

Questions: a. the right lung b. children and women
c. the brain d. women

9  **PROCESS** Work in pairs. Make a list of other body systems that you know about on page 151.

Ask students to find out which other human body systems there are beforehand. Have learners recall body systems they saw in this lesson (Nervous, Respiratory, Skeletal, and Cardiovascular Systems). Ask them which other system or systems they know / investigated about. Elicit some and write them on the board. Ask them to go to page 151 and locate Step 1 and write them.



 The purpose of the questions is to reflect on the importance of checking graphic and textual clues when reading diagrams. Direct students to the questions in the box and check comprehension. In pairs, ask students to discuss the questions. Use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 153 and answer the questions for Lesson 1.

Student's Book pages 142-144

Learners will ...

...propose and answer questions about the human body systems.

You will ...

...provide examples and models regarding ways of using cognitive strategies and communicative skills to learn how to:

- extend repertoires of words and expressions.
- make and answer questions to describe components.
- use verb forms (present) and nouns (with / without determiner, compound, countable / uncountable) in the writing of notes.

- organize terms and descriptions in tables.
- reflect and act for the own and others' physical benefit.
- exchange points of view.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 153.
- Use the Assessment Tool on page 155 of this guide to assess students' performance throughout the module.

Class 1

Reader – Inside the Human Body**First Reading**

Put learners in pairs or groups. Ask them to open their Readers to the cover pages 116-117. Draw learners' attention to the illustration or photos in it, and elicit what they think the text is about. Encourage students to use English. Read the Activation Question out loud and have them discuss it. Monitor. Elicit answers and write some of them on the board. Ask them to read the chapter individually, in groups, pairs, or out loud. Have them answer the First Reading activities. Monitor and provide assistance.

Set

1. **Work in pairs. Answer the quiz. Then listen to check your answers.**

In this stage, learners will activate any previous knowledge they may have and extend repertoires of words and expressions. Ask students to open their Student's Books to page 142. Direct students to the quiz and check comprehension. Ask: *How many bones do you think the human body has?* If students don't know, provide the answer: *206 bones*. Have them work in pairs to answer the quiz. Monitor and provide assistance. Have students check answers with another pair before

checking as a class. Explain that they will listen to a museum guide giving information about the human body. Ask students to listen and check their answers. Play the CD and have students check their answers. Play the CD a second time if necessary.

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

Start

2. **Read the text. Classify the underlined parts of the body in the table below.**

Direct students to the text and the underlined words. Explain that they need to read the text and classify the underlined words in the table. Ask: *Is blood countable or uncountable? Why?* Explain that liquids and gases, for example, are uncountable nouns. But we can count blood in liters. Individually, have students read and classify the words in the table. Monitor and provide assistance. Have students check answers as a class. Elicit answers from volunteer students. Ask students to close their books before continuing with the next activity.

Answers: **Countable nouns:** neurons bones cells muscles platelets
Uncountable nouns: blood plasma

Lesson 2

3 Read the sentences and complete the rules.

In this stage, learners will identify which body elements and substances in the human body are countable or uncountable nouns and how to ask questions about quantities. Write the first two sentences on the board. Direct students to the first sentence on the board and ask: *Is plasma a liquid or substance? What other liquids or substances are there in our body? Is it correct to say one water, two waters? Is it correct to say one liter of blood?* Remind students that we need to use quantifiers to make uncountable nouns countable. Direct students to the second sentence and ask: *Can we count bones? What other things in the human body can we count?* Ask students to open their Student's Books to page 143. Direct students' attention to the sentences. Tell them all the sentences have examples of countable and uncountable nouns. Explain that they need to analyze the sentences and complete the rules. Direct them to the rules and model an example so they know what they have to do. Have them analyze the sentences and complete the rules. Monitor. Elicit answers.

Answers: a. singular b. How many...? c. How much...? d. nouns

Language

Have learners read the Language Box. Elicit examples of countable nouns by pointing to objects around the classroom and asking if they are countable (pen, pencil, etc.). Ask learners *Give me two pens, three pencils*, etc. Now point to uncountable things like water and ask *Give me three waters*. Ask if it is possible they give you a certain quantity of water without a container. Ask how we count water. Give options like kilos, liters, and centimeters. Students should say liters or milliliters. Explain we can also count bottles of water or any other container.

Do

4 Complete the sentences with a noun from the box.

Direct students' attention to the box with options. Elicit if those terms are countable or uncountable.

Explain that they need to use those words to complete the sentences below. Ask: *How many muscles do you think are there in the face?* 60. Have students complete the sentences. Monitor and help. Elicit answers and write them on the board.

Answers: a. muscles b. water c. air d. blood cells e. food

5 Unscramble the sentences. Then use the information from Activity 4 to answer them in your notebook.

Direct students to the scrambled sentences. Explain that they need to order the sentences. Ask: *How do we start a quantifier question? How much or How many. If we are asking about food? How much food.* Elicit question 1. Have students complete the sentences individually. Elicit answers and write them on the board. Refer students back to the information in Activity 4. Ask students to match the questions to the information in Activity 4 in their notebooks. Ask: *How much food do humans eat a year?* Elicit 500 kilograms. Have students answer the questions. Monitor. Have students check answers in pairs before checking as a class. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. How much food do humans eat in a year? 500 kilograms b. How much water do we need to drink every day? 1.5 to 2 liters c. How many muscles are there in the face? about 60 muscles d. How many blood cells are there in a drop of blood? 5 million red blood cells. e. How much air does an adult breathe every minute? 6 liters.

Wrap-up

Put students into groups of three or four. Ask them to rewrite the sentences in their notebook by changing some of the words, e.g., *How much food do humans eat in a year?* can be changed to *How much water do humans drink in a year?* or *How much junk food do humans eat in a year?* Encourage them to be creative or funny in their examples. Monitor. Elicit answers from volunteer students. As an alternative

for homework, tell students to investigate the answers to their questions.

Class 2

Lead-in

Ask learners to tear off a sheet of paper from their notebooks. Ask them to write *countable* on one side and *uncountable* on the other. Tell them you will write some terms on the board and they will have to raise their hand with the appropriate paper. Write terms from the quizzes. For unfamiliar terms, encourage students to check the Glossary of their book or draw, mime, or elicit the translation.

6 Choose one text. Read the information for Quiz A and B in Activity 1 and underline the facts you find most interesting.

Ask students to open their Student's Books to page 144. Direct students to the texts. Tell learners to choose one, read it and underline at least three facts they find interesting. Ask: *What are the most interesting facts in the text for you? Which ones do you find most interesting? Why?* Encourage students to give their reasons and to agree or disagree politely with each other. Elicit ideas from volunteer students and encourage them to share their reasons with the class.

7 Circle the nouns in the facts you underlined.

Ask students to circle the nouns in the facts they underlined in the previous activity. Model an example. Have students circle the nouns. Monitor. Have students compare answers in pairs before checking as a class. Elicit answers. As an alternative use a crumpled paper ball and throw it to one student. Ask the student to tell you a noun from the facts he or she underlined and elicit a question for that noun with *How much* or *How many*. Model the activity by saying *One of my nouns is "blood vessels" so the question is "how many blood vessels are there in the human body?"* The first student then throws the ball to another and so on. Guide the activity and invite other students to provide correct answers if the ones provided are wrong.


8 PROCESS Write 3 more questions about what you read. Use *How much* or *How many* depending on whether the noun is countable or uncountable. Practice writing more questions on page 151.

In order to have learners make and answer questions to describe components, read the first fact of each Quiz in Activity 6. Ask students what each one is about. (Number of bones in the skull and number of colors the eyes can recognize). Elicit what question they could make based on each fact. Write them on the board. Tell learners they have to write 3 similar questions about the text they read, paying attention to countable and uncountable nouns. Have students write their questions. Monitor and help. Encourage students to check each other's work and suggest corrections if needed. Monitor. Get some volunteers to share their questions with the class. Now, ask learners to go to page 151 to write more questions. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Share

9 Find a partner who made questions about the other text and quiz each other.

Put students in pairs, make sure that both students chose a different text in Activity 6. Explain that they will use their questions in Activity 8 to quiz each other. Model the conversation with a student, ask: *How many muscles are there in the human tongue?* *Eight muscles.* Monitor and take notes to provide feedback at the end of the activity. Write some of the incorrect samples you collected while monitoring. In pairs, ask students to identify and correct any mistakes.

 The purpose of the questions is to help students reflect on the importance of taking care of oneself and other's. Ask students to discuss the questions in the Being Me Box in pairs. Monitor and help students with vocabulary. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Tell your learners to go to the Self-assessment on page 153 and answer the questions for Lesson 2.

Student's Book pages 145-147

Learners will ...

...write notes to describe human body systems.

You will ...

...help your students understand that writing is a process that occurs gradually and can change from individual to individual or depending on the purpose and intended audience. Inspire security and support to your students for them to be able to:

- write and/or rewrite sentences to describe components, summarizing information from sources.

- use verb forms (present) and nouns (with / without determiner, compound, countable / uncountable) in the writing of notes.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 153.
- Use the Assessment Tool on page 155 of this guide to assess students' performance throughout the module.

Class 1

Lead-in

Write on the board: *Who is the humans' closest relative?* Put students into groups of three or four. Ask learners to discuss the questions. Monitor and provide assistance. Elicit ideas from volunteer students. Tell students that in this class you will talk about the animal that is the closest humans' relative.

Set

1 Work in pairs. Look at the pictures and discuss the questions.

Ask students to open their Student's Books to page 145. Ask: *Do you like animals? Do you think an animal can do human activities? Which one?* Direct students to the pictures and questions. In pairs, have students discuss and answer the questions. Monitor and provide assistance. Elicit answers from volunteer students.

Suggested answers: a. They are involved in activities related to high intelligence. b. They are intelligent, sentient, beings. c. The dog is helping save lives, the chimpanzee is solving problems, the dolphin is giving therapy, and the parrots are playing a game.

Start

2 Listen to the conversation and answer the questions.

Tell students they are going to listen to a tour guide in a zoo. Play the Class CD once and ask: *What kind of animals are they talking about? What are their names? Are they similar to humans?* Play the CD a second time and have students listen to the conversation and answer the questions. Play the CD a third time if necessary. Elicit answers from volunteer students and write them on the board.

Answers: a. Fruit and plants, insects, like grasshoppers and earthworms. They drink rainwater and love peanuts. b. Yes, they are. c. No, they don't. They don't speak our language but some chimpanzees have learned to use some basic human sign language. d. Yes, it is. It is the same (brain, spinal cord and nerves).



The purpose of the questions is to help students reflect on the importance of taking notes to help us understand key ideas. Direct students' attention to the questions in the Being a Learner Box and check comprehension. In pairs, ask students to discuss the questions. Monitor and help students with vocabulary they may need to express their ideas. Have students compare

answers with another pair before checking as a class. Elicit ideas from volunteer students. You may want to point out that note-taking is an important part of investigations and study. Notes taken in class can serve to study. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

3 Listen to the conversation again and write keywords about the topics.

Ask learners what keywords are (a word that represents the main idea of something). Write on the board: *Each day, the average adult inhales about 16,000 liters of air, containing dozens of trillions of oxygen molecules.* Elicit from learners what words to eliminate in order to leave only the most important ones (*adult, 16,000 liters air, dozens trillions oxygen molecules*). Ask them if they can still understand the idea. Now, write the eliminated words (*Each day, the average, inhales about, containing dozens of*). Ask them if it is possible to understand the idea. Direct students to the organizer. Explain that they will listen to the conversation again and need to take notes in the organizer. Play audio. Have students listen to the conversation and write key words. Play audio a second time if necessary. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Suggested answers: a. Fruit plants, insects, grasshoppers, earthworms, peanuts. Drink rainwater. b. Closest relative: 96% DNA, language.

4 Complete the sentences using key ideas from your notes in Activity 3.

In this stage, learners will practice using notes. Ask students to open their Student's Book to page 146. Direct students' attention to the text. Explain that they need to use their notes to complete the text. Refer students back to their notes in the previous page. Ask *What do Chimpanzees eat? What kind of insects do they eat? What's their favorite food? Why are they our closest relatives? Do they speak our language?* Elicit answers. Individually, have students read their notes and

complete the sentences. Monitor and provide assistance. Have students compare answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: 1. Chimpanzees 2. Grasshoppers
3. Peanuts 4. DNA 5. Language

Wrap-up

Put students into groups of three or four. Have them discuss something they learnt in this class. It can be a word, a strategy or information they didn't know. Tell them to ask each other *Tell me something you learnt today.* Monitor and provide assistance. Elicit ideas from volunteer students.

Class 2

Lead-in

Write on the board *What does our brain look like?*

How does it work? Put students in groups of three or four. Ask learners to discuss the questions. Monitor. Elicit ideas from volunteer students. You can have them make a collaborative drawing about the brain if you have enough time. Tell students that in this class you will talk about the human brain.

Do


5 Read the information in the website and complete the organizer below with key ideas. In the center write ideas that apply to both humans and chimpanzees.

In this stage, learners will organize terms and descriptions in a graphic organizer. Ask students to open their Student's Books to page 146. Direct students' attention to the information in the website and the graphic organizer. Explain that they need to read the text and take keyword notes to complete the graphic organizer. Ask: *What do humans and chimpanzees have in common? How are they different? Elicit answers. Humans and chimpanzees have the same nervous system but chimpanzee's brain is one-third size of human brain.* Have students read the text and complete the graphic

Lesson 3

organizer. Monitor and provide assistance. Have students compare answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Suggested answers: Closest relative. Same nervous system: brain, spinal cord, nerves network. Brain sections: parietal, frontal, occipital, frontal, temporal. Control Center: Central nervous system. Humans' brain: grows before & after birth, first year. Chimpanzees' brain: 1/3 of humans, grows fast before birth.

6  **PROCESS** Using the key ideas from the organizer, write a draft in your notebook paraphrasing the text in Activity 5. Exchange it with a partner and provide feedback.

In this stage, learners will write and rewrite sentences to describe components summarizing information from sources. Direct students to the rubric and check understanding. Explain that they need to use their notes / key ideas in Activity 5 to write a paragraph describing how the Nervous System works, with their own words. Have students write their paragraph. Monitor and help. When students have finished writing their paragraphs, direct them to the expressions in the box. Explain that now they will exchange paragraphs and will give each other feedback using the expressions in the box. Model an example for students. In pairs, students exchange paragraphs and provide feedback. Encourage them to be polite with each other. Monitor. Tell learners that this paragraph will serve as a model for them to work on Step 3 of their product. Ask them to turn to page 151.

Answers may vary.

Share

7 Write the final version and complete the diagram using the words in the box.

Direct students to the space for notes. Explain that they should now write a final version of their paragraphs, incorporating the feedback they got in the previous activity. Individually, have students

write their final versions. Monitor and provide assistance. Have students compare answers in pairs before checking as a class. Ask a few volunteers to share their final versions. Direct students to the diagram. Explain that they are going to complete it using the words in the box and using all the information they learned in this lesson. In pairs, have students collaborate and complete the diagram. Monitor and provide assistance. Have students check answers with another pair before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a. parietal b. frontal c. temporal
d. spinal cord e. occipital

Teaching Tips

Divide the class into 2 teams. In advance, prepare some questions related to the topics seen in this lesson (*Why the tongue is vital for the digestive process? How many muscles are there in the human tongue? How many liters of air does an average human inhales in a day?*) Have a student from each group come to the front. Ask a question and the first of the two students to answer correctly gets a point for the team. The team with the most points wins.

Tell your learners to go to the Self-assessment on page 153 and answer the questions for Lesson 3.

Student's Book pages 148-150

Learners will ...

...write notes to describe human body systems.
 ...edit diagrams in teams and with the guidance of the teacher.

You will ...

...allow your students to discuss their own texts and give feedback for them to be able to:

- establish a number of descriptions based on illustrations.
- order sentences to compose notes and relate them to pictures.
- assess own work and that of others.
- promote respect and collaboration in school work.

- value the use of punctuation marks and standard spelling.
- spot and clarify doubts.
- take off or add information to improve their notes.
- adjust language according to purpose and intended audience.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 153.
- Use the Assessment Tool on page 155 of this guide to assess students' performance throughout the module.

Class 1

Reader – Inside the Human Body



Second Reading

Explain to students that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud and monitor as learners perform the task individually. Let them compare their answers with a classmate. Have volunteers say the answers out loud.

series of stations on its way through our body, of which the stomach is only one. b. False. Your digestive system moves it along just like everything else, and it comes out in a few days. c. True. Some foods can cause this disorder d. False. Dairy products cause more gas than other foods, including beans. e. False. This problem happens because of an infection with a bacteria called *Helicobacter pylori* (*H. pylori*). Spicy food may make ulcers worse for some people, but they don't cause them.

Set

1 Work in pairs. Guess if the statements are True or False.

Ask students to open their Student's Books to page 148. Direct students to the pictures and the statements. Explain that they need to work in pairs and decide if the statements are true or false. Have students look at the pictures and ask: *What can you see in the pictures? What is the girl doing? What is the boy doing? Does he look OK? Why not?* In pairs, have students guess if the statements are true or false. Monitor and provide assistance. Have students check answers with another pair before checking as a class. Elicit answers from volunteer students and write them on the board.

Suggested answers: a. False. Some digestion happens in the stomach, but food passes through a

Start

2 Label the parts of the digestive system diagram with the words in the box.

In this stage, learners will establish a number of descriptions based on illustrations. Direct students to the diagram and the options in the box. Explain that they need to deduce the names of the parts of the Digestive System based on their previous knowledge and the identification of words which are similar to Spanish. Ask: *Which organ do we use to eat? The mouth. Where in the picture is the mouth?* Have students point and label this part. Individually, have students label the diagram. Monitor and provide assistance. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Lesson 4

Answers: a. Mouth b. Esophagus c. Rectum
d. Stomach e. Small Intestine f. Large
Intestine

3 Read the text and order it according to the process in the diagram in Activity 2.

This stage will be useful to train learners to order sentences to compose notes and relate them to pictures. Direct students to the diagram and the text. Explain that they need to order the text according to the process in the diagram in Activity 2. Refer students back to the diagram in the previous page. Ask: *Where does the digestive system begin? It begins in the mouth. What happens first? Food is chewed and swallowed. What happens next?* Elicit answers. Have students order the text. Refer students to the Glossary on page 170 to clarify the meaning of words. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board. Ask students to close their book.

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

Wrap-up

Prepare a list of organs and systems for revision. Have three to five volunteers leave the classroom and wait outside. The teacher appoints a student to take the exact time and another to take down a tick for every correct answer. No repetitions! Then call in the first player. Explain that each student has 20 seconds to name as many things as come to their minds related to the topic. Provide an example: *Mouth-It's the beginning of the digestive system- it's where food is chewed and swallowed.*

Class 2

Lead-in

Put students into groups of three or four. Tell them to write down as much information as they can remember about the digestive system process. In groups, have students take notes. Monitor. Elicit ideas from students. Tell them they will describe a body system with notes and a diagram.

4 Read the sentences and circle the answer below.

Direct students to the sentences in the box. Tell learners the sentences are examples of passive voice. Explain that they need to analyze the sentences and complete the rules. Direct students to the rules and model an example. Have students analyze the sentences and complete the rules. Monitor and provide assistance. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a. 2 b. 2 c. 2

Do

5 Unscramble the sentences. Add capital letters and final punctuation to the sentences.

Ask students to open their Student's Books to page 150. Direct students to the sentences. Explain that they need to order the sentences and use correct capitalization and punctuation. Model an example for students so they are clear on what they have to do. Individually, have students unscramble the sentences. Have students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board. As an alternative, ask students to label the sentences on the board with the elements needed in a passive voice sentence.

Answers: a. The body's energy is provided by food. b. Food is moved through the digestive system by muscles in the wall of the organs. c. Food is broken down into nutrients. d. Carbohydrates, proteins, vitamins, minerals, and fat are absorbed. e. Nutrients are distributed by the blood.

6 Work in groups of three. Read the text and follow the instructions.


Direct students to the paragraph. Ask them to read it quickly and tell if they notice any mistakes. Allow a few participations but do not go into detail. Put students into groups of three. Direct students to the instructions and check comprehension. Explain that first, they need to find and correct the mistakes in the

text, then they can share their answers with their group and come to an agreement. Ask: *Is the first sentence correctly written? What words are misspelled?* Elicit answers (bi and stomak.) Ask students to write them correctly. Have students identify and correct the rest of the mistakes in the text. Monitor. Refer students to the Glossary on page 170 to clarify the meaning of words. When students are done, remind them to work together. Encourage them to be respectful when giving each other feedback. Monitor. Elicit answers from volunteer students and write them on the board.

Answers: Punctuation: a. contractions. here .
breaking, down the food and the liquid ...

Spelling: by esophagus stomach intestines

Share

7  **PROCESS** Write the final version and draw the diagram of the process described in Activity 6 on a piece of paper.

Explain that they need to write a final version and draw a diagram of the process of digestion. Refer students back to the diagrams in Activities 2 and 3 to indicate their diagram has to look similar, but theirs has to indicate both the names of the parts of the body and information about the process. Have learners write their final version and draw the corresponding diagram. Monitor and help. Do not check answers yet since Activity 8 will allow students to do so. Tell learners that this diagram will serve as a model for them to work on Step 4 of their product. Ask them to turn to page 152.

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

Answers: The food is pushed by the esophagus through a series of muscular contractions. Digestion starts here, breaking down the food and liquid and mixing them with digestive juices. Finally, indigestible food is released and taken through the rest of the intestines to be eliminated.

8 **Work in pairs. Share your diagram with a partner and discuss the questions.**

Put students into pairs. Direct students to the questions and check comprehension. Explain that they will share their diagrams and discuss the questions. Ask: *Was this lesson difficult or easy? Did you like to know about the digestive system? What other systems would you like to know about?* Elicit answers. In pairs, have students share their diagrams and discuss the questions. Monitor. Take notes of any relevant language mistakes to provide feedback later. When students are done discussing, write the samples you collected on the board. Elicit corrections from students and write them on the board.

Teaching Tips

Write on the board one piece of information that you checked as advised in the teaching tip box for the previous lesson. Elicit from students how to change it into passive voice. Explain that there will be a competition. You will dictate some pieces of information and they will turn it into passive form. Explain that the winner will be the person who finishes writing the sentences first and correctly. Model an example for students. Dictate your pieces of information. The student who finishes writing the information in passive voice first with no mistakes, wins.

Tell your learners to go to the Self-assessment on page 153 and answer the questions for Lesson 4.

Student's Book page 131

Materials: information about human body systems, cardboard or flipchart paper, markers, color pencils, cut-outs, glue

Class 1

1 Ask learners what the product of this module is about: Notes for a human body system. Tell them that the lessons in this module and the steps in these product pages will help them develop their product. Ask learners to locate Step 1 of the product. Ask learners to select from the list they wrote a human body system they would like to research about. Elicit some of their elections.

2 Arrange the class in pairs. Set a time limit. Have pairs work together to write more questions about their corresponding quiz. Remind them to pay attention to the right way to refer to countable and uncountable nouns, (How much or How many) and a quantifier if necessary. Monitor learners' progress and make notes for further feedback. Elicit some questions and write them on the board. Elicit from students if they are right or wrong and why. Praise their job and give general feedback.

3 Arrange the class in groups of three or four learners who researched about the same body system. Ask them to locate Step 3 and read the instructions. Elicit what they have to do. Have them do the activity in stages; first, have them create the organizer requested. When they finish the organizer, ask them to use their notes to write a paragraph about the body system they chose. Set a time limit. Monitor. Take notes of learners' good use of language and mistakes to use them when you provide feedback. Stop the activity and give general feedback.

4 Remind learners to have at hand the information they researched beforehand. Have them locate Step 4 and read the instructions. Elicit what they have to do. Set a time limit. Ask them to write their draft based on their research. Monitor and help. Take notes for further feedback. Give learners some comments on their performance based on your notes.

CONCLUSIONS

5 Ask students to go back to steps 1 to 4. Elicit the kind of things they did and complement their ideas as necessary. Tell them they will now discuss some reflection questions about their work in those steps. Arrange the class in small groups. Draw students' attention to the questions. Ask them to read them in silence, in order for them to start thinking on their answers. Ask students to take turns to ask and answer each question and share their views. Monitor and help. Encourage students to participate and listen to their classmates' views.

Class 2

CREATE


6 By this stage, learners will have been exposed to some diagrams of the human body systems, used some reading strategies to interpret them, and practiced asking and responding questions about them. Also, they have practiced writing notes to describe body systems and editing diagrams. Remind learners that based on that work, they will make notes for a human body system diagram. This stage is of utmost importance in the learning process of students, since previous lessons and steps in the product section were meant to prepare students for this. Students should now make their own decisions in relation to what language and strategies learnt they should use. Ask learners to continue working with their teams. Ask them to open their Students Books to page 152, Activity 6. Ask them to read the directions and elicit what they have to do. Monitor and help. Encourage them to give positive feedback.

7 Set a limit time to work on the final version of the diagram. Monitor and take some notes to use them later for feedback. Have each group present their diagram to the class. Give general feedback.

Self-assessment page 132

Ask learners to read the *Reflect on your lessons* and *Final product performance* sections to think about what they did great and what they need to work on so they can decide what to answer on the *Set goals* section. Tell them to take out their portfolio binder to help them review their work if necessary.

Student's name _____ Date _____

1.  **Circle the correct choice. Listen to check your answers.** (5 points, 1 each)

- a. The museum guide is...
 - 1. professional and cheerful.
 - 2. professional and serious.
- b. Which organ is more complex?
 - 1. the heart.
 - 2. The brain.
- c. Why do we have fewer bones when we are adults?
 - 1. because they break as we grow.
 - 2. Because they fuse together as we grow.
- d. Most of our body is
 - 1. muscle.
 - 2. water.
- e. Most people have...
 - 1. 13 pairs of ribs and 33 vertebrae.
 - 2. 12 pairs of ribs and 33 vertebrae.

2. **Read the sentences and write C (comparative) or S (superlative).** (5 points, 1 each)

- a. I think that the brain is the most important organ. _____
- b. The aorta is the longest artery in the body. _____
- c. Some veins are narrower than others. _____
- d. The brain is more important than the heart. _____
- e. The right lung is the longest. _____

3. **Correct the sentences and write them on the lines provided.** (10 points, 2 each)

- a. Your lungs are locate in your chest.

- b. Blood transported to every single cell in the body.

- c. Nutrients are need to be healthy.

- d. The human brain is the more complex organ in the body.

- e. The right lung is longer that the left.

Score: _____/20 points)

10

Lesson	Achievements	Contents
1	Select information.	<ul style="list-style-type: none"> • Formulate questions to guide their search of information. • Define criteria to select sources of information. • Evaluate the function of text components (e.g., index, headings, footnotes, bibliography, glossary, etc.). • Locate information that helps responding questions. • Use strategies to find information (e.g., Look at the index, titles, pictures, etc.). • Develop different proposals that promote consensus.
2	Read information.	<ul style="list-style-type: none"> • Define purposes for reading. • Relate previous knowledge to the text. • Detect frequent used words to anticipate general sense. • Use reading strategies (e.g., Determine the most important information of the text, reread information, infer implicit information, etc.). • Model reading strategies.
3	Rehearse giving a presentation.	<ul style="list-style-type: none"> • Prepare notes and graphic resources that support their presentation. • Classify and compare prosodic resources (e.g., volume, rhythm, clarity). • Define language register. • Revise and practice non-verbal language (e.g., facial expressions, body posture, eye contact, gestures, etc.). • Open spaces for your students to practice giving presentations.
4	Give a presentation.	<ul style="list-style-type: none"> • Make explicit references to the topic and questions of the investigation (e.g., <i>I would like to add...</i>). • Combine oral interaction with graphic resources and the use of notes to aid their memory. • Use expressions to bring up a topic (e.g., <i>As I was saying...</i>). • Summarize or extend information to clarify ideas (e.g., <i>Finally.../ Let me say something else. ., etc.</i>). • Invite the audience to formulate questions or make comments (e.g., <i>Now, have your say, Any doubts?, etc.</i>). • Confirm or clarify ideas (e.g., <i>Are you saying...?, Do you mean that...; etc.</i>). • Assess strengths in the use of English. • Evaluate own development and that of others.

Academic and educational

- Social practice*
- Present information about linguistic diversity
- Communicative activity*
- Handling information

Learners will ...

...select information.

You will ...

...give students time to reflect on how to learn to:

- formulate questions to guide their search of information.
- define criteria to select sources of information.
- evaluate the function of text components (e.g., index, headings, footnotes, bibliography, glossary, etc.).
- locate information that helps responding questions.

- use strategies to find information (e.g., Look at the index, titles, pictures, etc.).

- develop different proposals that promote consensus.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 169.
- Use the Assessment Tool on page 171 of this guide to assess students' performance throughout the module.

Class 1

Lead-in

Write the name of seven to ten different languages on the board (French, English, Japanese, Chinese, German, Italian, Portuguese, etc). Elicit from learners any information they know about each language. For example: *Au revoir*. Ask students to open their Student's Books to page 154. Direct them to the lead-in opening question. In pairs, ask students to discuss the question. Monitor. Elicit ideas from volunteer students. Explain that they will learn about other languages in this module.

Set

1 Work in pairs. Look at the sources of information and discuss the questions.

This stage will enable learners to activate their previous knowledge about different sources of information. Ask students to open their Student's Books to page 155.

Direct students to the sources of information and ask: *Do you have dictionaries / encyclopedias at home? What do you use them for?* Elicit ideas. In pairs, ask students to discuss the questions. Monitor and help students. Elicit ideas from volunteer students.

Suggested answers: a. A dictionary. b. You can locate a country on maps in an encyclopedia. c. Answers may vary.

Start

2 Listen to the conversation and answer the questions.

Tell the class they will listen to a conversation between two students. Direct students to the picture and ask *What are the kids doing? What are they reading? What do you think they are looking for?* Have students guess and elicit ideas. Play the Class CD and ask students if their predictions were correct. Then play the CD a second time and have students answer the questions. Play the CD a third time if necessary. Students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a. They're searching for different types of English around the world. b. In a book and an article on the internet.

3 Listen to the conversation again. Check (✓) the text elements they mention.

In this stage, learners will be guided to identify graphic and textual components of different types of texts. The purpose of this activity is to expose learners to the layout of texts. Direct students to the text elements at the bottom of page 155 and at the top of page 156. Ask *What is this?* as you point to the table of contents. Elicit the answer. *Where can you find it? In books. What is it used for? It is used to see the page number where a content is.* Do the same questions with the glossary, footnote,

chapter and title, and bibliography. Tell the class they will listen to the conversation again to identify the text elements mentioned. Play the Class CD and have students check the elements they hear.

Play the CD a second time if necessary. Students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: Table of contents, Chapter and title, Footnote.

4 Match the text elements to their function.

Direct students to the text elements and their functions. Remind students what each element is. Ask *What are footnotes? Notes at the bottom of a page. What are used for? To give more detailed information about something on the page.* If possible, show a real footnote from a book. Refer students back to Activity 3. Individually, ask students to match the text elements to their functions. Students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board. Individually, have them read the texts. Ask them to compare their answers in pairs. Elicit the answers from the class and write them on the board.

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



The purpose of the questions is to help students reflect on different reading strategies they can use to find information such as: re-read a text, infer meaning of unknown words, use context clues, locate keywords, use graphic organizers to classify the information, make predictions, summarize a text, etc. Direct students to the questions in the Being a Learner Box and check comprehension. In pairs, ask students to discuss the questions. Help students with vocabulary. Students compare answers with another pair before checking as a class. Elicit ideas from volunteer students. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Wrap-up

Write the following questions on the board: (a) What is the book about? (b) Where is English spoken? (c) How many English native speakers are there in the world? (d) What is English used for a second language?

The answers require different reading strategies: reading to get the general idea (a), reading for specific information (b, c), reading for detail (d). Refer students to the text elements at the bottom of page 155 and at the top of page 156. Tell students to look for the answers to the questions in the text elements. Ask students to read and answer the questions. Students compare answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Class 2


Lead-in

With books closed, play hangman with the following words: *dictionary, encyclopedia, newspaper*. Once students have guessed the words, put students in groups of three. Ask students to discuss what the three words have in common and what type of information they can find in each source. Elicit ideas from volunteer students.

Teaching Tips

English is spoken in over 70 countries. For a full list of countries where English is spoken as a first language, check: <http://www.worldatlas.com/articles/countries-where-english-is-the-primary-language.html>, or as a second language, check: <https://www.ethnologue.com/language/eng>.

Do

5  **Read the questions and look for their answers in at least three different sources of information. Write the sources you used.**


Ask students to open their Student's Books to page 157. Direct students to the image and the questions. Check comprehension. Explain that they have to think of at least three different sources because one source won't be enough to confirm if the information is true or

Lesson 1

valid. Model an example for students. Ask: *In America, which countries speak English? Canada, USA, Belize, etc.* Elicit from students other English-speaking countries from around the world. Then ask: *In which countries is the second language? Ask: Why do you think English is important around the world? Because it is the main language of books, newspapers, airports, science, technology, etc.* Put students in groups of three or four and ask them to complete the task. Monitor. Students check answers with another group before checking as a class. Elicit answers from volunteers and write them on the board.

As an alternative, ask students to write their list of sources in pairs. Elicit ideas from volunteers and write them on the board. Do a class poll on which sources will be the most useful to answer the questions. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.


Answers: Answers may vary.

6  **Check (✓) the text elements each source has.**

Direct students to the text elements in the table and check comprehension. Refer students to Activity 5 and explain that they are going to analyze the three sources of information they used to answer the questions. Put students in groups of three or four and have them check the elements in the table. Ask *Does source 1 have a table of contents? Does source 2 have a glossary?* Ask students if their sources have the corresponding text elements. Write a similar table on the board. Students compare answers with another group before checking as a class. Elicit answers from volunteers. Ask them to write the sources they used and complete the table on the board. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.

Share

7  **PROCESS** **Work in groups of three.**
Share your findings from Activity 6 and discuss the

questions. Then make notes about your discussion on page 167.

Remind the class that for each module, they will prepare a product that will be developed step by step in each lesson: Oral presentation. Learners may have already given oral presentations in other subjects. Elicit their experience preparing oral presentations, asking them about the topic of the presentation and how they felt preparing it and then giving it. Then, ask the class to go to page 167 and tell them the presentation they will prepare for this module will also help them for other subjects. Draw their attention to the questions they answered in groups and ask them to use the space to write their answers and also the characteristics of good sources of information. Give an example if necessary: an encyclopedia is a reliable source of information because the information is verified by experts. Let learners continue working in groups of three or arrange the class in pairs. Monitor their work. Rearrange the class in pairs so that each learner works with someone different and can compare his / her answers.

Answers may vary.

Teaching Tips

Write some English-speaking countries and countries where English is the second language on different cards. Have students come to the front and paste the cards on their backs (one per student) without seeing the word. Students walk around the classroom asking their classmates yes / no questions to find out their nationality. Model an example: *Do I speak French as a first language? Yes, you do / No, you don't. Do I come from Europe? Do I come from America?* Help them with vocabulary if necessary.

Tell your learners to go to the Self-assessment on page 169 and answer the questions for Lesson 1.

Student's Book pages 158-160

Learners will ...

...read information.

You will ...

...promote reflection on how to use students' knowledge about the use the language for them to learn to:

- define purposes for reading.
- relate previous knowledge to the text.
- detect frequent used words to anticipate general sense.

- use reading strategies (e.g. *Determine the most important information of the text, reread information, infer implicit information, etc.*).

- model reading strategies.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 169.
- Use the Assessment Tool on page 171 of this guide to assess students' performance throughout the module.

Class 1

**Reader – The Benefits of Learning
a Foreign Language**
**First Reading**

Put learners in pairs or groups. Ask them to open their Readers to the cover pages 130-131. Draw learners' attention to the illustration or photos in it, and elicit what they think the text is about. Encourage students to use English. Read the activation question out loud and have them discuss it. Monitor. Elicit answers and write some of them on the board. Ask them to read the chapter. Have them answer the First Reading activities. Monitor and provide assistance.

Set**1** • **Guess the answers to the questions.**

Ask students to open their Student's Books to page 158. Direct students to the images and the questions and check comprehension. Explain that Mexico and the U.S. are culturally and linguistically diverse. In pairs, ask students to guess the answers to the questions. Monitor and provide assistance. Elicit ideas from volunteer students.

Answers may vary.


Start**2** **Read the title of each article and skim the texts to find keywords related to the topic in Activity 1.**

Direct students to the articles and their titles. Explain that they are going to read the articles quickly to find keywords related to the topic. Explain to students that skimming is a reading strategy that consists of reading a text quickly to get the main idea. Ask: *What article looks to be about the U.S.? Why? What article looks to be about Mexico? Why?* Elicit ideas. Have students read the articles and find keywords that support their answers. Students check answers in pairs before checking as a class. Refer students to the Glossary on page 170 to clarify the meaning of words. Elicit answers from volunteers and write them on the board.

Suggested answers: A Country of Immigrants:

country, immigrants, history, immigration, linguistic diversity, United States of America, official language, inherited, culture

A Multicultural Country: Mexicans, Spanish, indigenous languages, spoken, country, Spanish Colony, Mesoamerica, linguistically diverse, ethnically

3  **Read the texts in Activity 2 again and answer the questions.**

Ask students to open their Student's Books to page 159. Direct students to the questions and check comprehension. Refer students back to the articles in

Lesson 2

Activity 2, page 158. Explain that they will read the articles again but this time they will locate specific information. Have them read the questions in Activity 3. Ask: *What are the questions about? Languages.* Ask students to read the texts and answer the questions. Students check answers in pairs before checking as a class. Elicit ideas from volunteers and write them on the board. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers: a. More than 40. b. English. c. There is no official language in the U.S. d. More than 20 languages e. Because Mexico is ethnically diverse.



The purpose of the questions is to help students reflect on the purpose of different reading strategies. Direct students to the questions in the Being a Learner Box and check comprehension. In pairs, ask students to discuss the questions. Monitor and help students with vocabulary they may need to express their ideas. Students compare answers with another pair before checking as a class. Elicit ideas from volunteer students. Remind students that skimming is reading quickly to get the general idea of a text, (used in Activity 2) while scanning is reading quickly to look for specific information (used in Activity 3). You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Wrap-up

Put students in groups of three. Refer students back to the articles in Activity 2, page 158. Ask students to discuss which information they found surprising or interesting. Monitor and provide assistance. Elicit ideas from volunteer students.

Class 2

Lead-in

With books closed, put students into groups of three. Ask students to write a list of facts they can remember from the articles they read last class. Monitor. Elicit ideas from volunteer students.

Do

4) Skim the second part of the text. Match the headings in the box to the paragraphs.

Ask students to open their Student's Books to page 159. Tell students they will read the second part of the text about a country of immigrants. Direct students to the text and the headings. Ask: *What can you see in the pictures? What do you think is the text about?* Ask students to read the text and ask *What languages does the text mention?* Draw students' attention to the headings and ask them to choose the most suitable one for each paragraph. Ask them to read the text again and write the headings. Students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Answers: a. ¿Entiendes Español? b. Other Languages but Spanish c. Not Official, but Legal

5) Work in pairs. Write a quiz with five reading comprehension questions for the text. These questions should test reading for specific information.

Ask students to open their Student's Books to page 160. Explain that they have to write five questions for the second part of the text about a multilingual country. Have students read the text very quickly, and ask *What is the text about? About Mexico's native languages. Can you tell me some of the Mexican dialects?* Elicit ideas. Ask *What is the most spoken indigenous language? What is the second most spoken?* Have students read the text again, this time to look for specific information to answer the questions. Elicit answers. In pairs, ask students to write their questions. Tell them they can use the ones they answered as a class as a model. Monitor and provide assistance, make sure that


students' questions are focused on specific information.

Answers may vary.

Teaching Tips

Divide the class into small groups. Have students write comprehension questions for the text on page 159. Tell them they can only write questions which can be answered by the text. Opinion questions are not allowed. After groups finish writing their questions, they ask their questions to another group which must answer within a specified amount of time (the teacher decides the time according to the class level). If the answer is correct and given within the time period, the answering team receives a point. If the answer is incorrect or not found within the time period, the questioning group receives a point, but they must give the other group the answer. Each group takes turns asking and answering questions.

Share

6  **PROCESS** Ask another pair to answer your quiz from Activity 5. Register their answers on page 167.

Explain that students will exchange books with another pair and have to answer the questions they wrote. Put students in groups of four and have them exchange books and answer their classmates' questions. Model an example for students. Ask *Where is Mayan spoken?* Have a student answer *In Yucatan Peninsula*. Monitor. Encourage students to check each other's answers and give feedback on any incorrect answer. Elicit some questions and answers from volunteers and write them on the board. As an alternative, use the questions on the board to check any issues regarding grammar.

Answers may vary.

After giving feedback, explain to the class that this activity will help them continue working on the product of this lesson. Remind learners of the product

for this module: Oral presentation. Then, ask the class to go to page 167. Rearrange the class in pairs. Ask learners to transfer the questions they formulated and their classmates' answers. Monitor their work. Since learners have already asked the questions, they won't need to check their work again.

Teaching Tips

To check word order in questions, elicit from learners the elements: Wh- word, auxiliary, subject, main verb and complement. Learners may have also formulated subject questions (example: *Who migrated to Central Mexico?*). Thus, it is a good idea to check different types of questions with the class. Check intonation patterns in questions. Model each question on the board and conduct choral and individual drills.

Media Resources

Print, photocopy, or display the *Linguistic Diversity* poster for students to have extra practice on making questions. Divide the class in pairs, or let them with the same partner of Activity 6. Present the poster and have them make questions about the information in it. Monitor and write some examples on the board.

Tell your learners to go to the Self-assessment on page 169 and answer the questions for Lesson 2.

Student's Book pages 161-163

Learners will ...

...rehearse giving a presentation.

You will ...

...inspire confidence and security in your students for them to be able to:

- prepare notes and graphic resources that support their presentation.
- classify and compare prosodic resources (e.g., volume, rhythm, clarity).
- define language register.

- revise and practice non-verbal language (e.g., facial expressions, body posture, eye contact, gestures, etc.).
- open spaces for your students to practice giving presentations.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 169.
- Use the Assessment Tool on page 171 of this guide to assess students' performance throughout the module.

Class 1

Lead-in

With books closed, write *Asia* and *Europe* on the board. Ask volunteers to write the name of a country located either in Asia or Europe.

Alternatively, elicit the countries and write them yourself on the board.

Set


1 As a class, guess the answers to the questions.

Ask students to open their Student's Books to page 161. Direct students to the images and the questions and check comprehension. Explain that Asia and Europe are culturally and linguistically diverse. Ask students to guess the answers to the questions in pairs. Monitor and provide assistance. Elicit ideas from volunteer students and write them on the board.

Suggested answers: Asian languages: Japanese, Chinese, Korean, Vietnamese, Thai, Hindi.


European languages: French, German, Italian, Rumanian, Greek, English and Spanish (originally).

Start

2  Listen to Tom speaking to his class, look at the charts, and answer the questions.

Tell the class they will listen to Tom speaking to his class. Direct students to the charts and the questions. Play the Class CD once and ask *What is Tom talking about?* Elicit languages. *Does he think languages are important? Why?* (Because they show us how complex and diverse humans are.) Play the CD again, and have students answer the questions. Play the CD a third time if necessary. Students check answers in pairs before checking as a class. Elicit answers from volunteers and write them on the board.

- Answers:** a. Languages around the world.
 b. Because he thinks it's interesting to know more about languages. c. Asia d. There are around seven thousand languages in the world.

3  Listen to the presentation again and check (✓) the expressions you hear.

Remember that in this stage, learners are guided to notice and revise specific language to then practice using it. Explain that they will now listen to Tom again but this time they will pay attention to the expressions he uses. Direct students to the expressions and check comprehension. Play the Class CD once and allow some time for students to reflect on the expressions used. Remind students that when listening for specific information, it is important to pay attention to

keywords. Play the CD a second time, and individually, have students check the expressions they hear during the presentation. Play the CD a third time for students to check their answers. Elicit answers from volunteer students and write them on the board.

Answers: a. The topic I've chosen is "Languages around the World". b. In this chart, you can see the number of languages ... c. As I was saying, there are around 7000 languages in the world ...

Teaching Tips

With the answers to Activity 3 on the board, elicit from learners how formal the expressions sound compared to those Tom didn't use. Explain to learners that depending on the audience and the purpose of communication, we select the type of language we should use. Ask learners in which situations they need to use more formal language (for example, when they speak to someone they don't know or an authority figure such as the school's principal).

4 Listen to an extract from Tom's rehearsal for the presentation. Answer Yes or No.

Ask students to open their Student's Books to page 162. Tell learners they will now listen to Tom when he was rehearsing his presentation. Direct students to the questions and check comprehension. Play the Class CD once and ask *Does he sound confident or nervous? Nervous. How do you know? Because he makes pauses or hesitates.* Play the CD a second time, and individually, have students answer the questions. Play the CD a third time for students to check their answers. Have students discuss their answers in pairs. Elicit answers from volunteer students and write them on the board.

Answers: a. Yes b. No c. No d. Yes e. No

Teaching Tips

To check specific features of speech such as speed and rhythm, ask learners to read and listen to the audio script for this activity. Ask students to go to

the Audio Script section on pages 170-172. Ask learners to identify where Tom should make a pause, for example. You can also compare this track to the previous one and ask learners to identify where Tom makes pauses.

Wrap-up

To wrap this class up, put students in small groups and ask them to discuss which languages they would like to learn and why. Demonstrate the activity by sharing with the class which language you'd like to learn and why. Monitor and provide assistance. Elicit ideas from volunteer students.

Class 2

Lead-in

Put students into groups of three. Ask students to write a list of facts they can remember from Tom's presentation, which they heard last class. Monitor and provide assistance. Elicit ideas from volunteers.

5 Look at Tom. Check (✓) the illustrations that are more appropriate to give a presentation.


Ask students to open their Student's Books to page 162. Tell students they will now focus on Tom's posture when he was giving his presentation to the class. Direct students to the illustrations. Tell them that body language (including the pitch of their voice) is more powerful than the words they say to convey the message they want to present to the audience. Ask them to check the illustrations that are more appropriate when giving a presentation. Students check answers in pairs before checking as a class. Elicit answers from volunteers and write them on the board.

Answers: a, d, e.



The purpose of the question is to help students reflect on effective presentation skills. Direct students to the questions in the Being a Learner Box and check comprehension. In pairs, ask students to discuss the question. Monitor. Elicit ideas from volunteers. Point out that giving an effective presentation involves several aspects such as body posture, eye contact, voice volume, etc. Provide some tips: *You may try to keep your backs straight at all times but in a natural way, do not look as if you were mannequins.* You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Do


6  **PROCESS** Read the text. Use the information you read to complete the sentences and draw a chart on page 167 to give a presentation.

Ask students to open their Student's Books to page 163. Direct students to the information in the table, the sentences and the chart. Ask: *Do you think these languages are popular among people around the world? Why? Which ones would you like to learn?* Ask them to prepare sentences and graphic resources to be used during the presentation. Ask: *Did you know that there are 7000 million people in the world? Did you know that Mandarin is one of the most spoken languages in the world?* Elicit answers. Ask students to do the task. Refer students to the Glossary on page 170 to clarify the meaning of words.

Answers may vary.

Explain the class that this activity will help them develop their final product. Remind them what the final product is about: an oral presentation. Arrange the class in pairs and ask learners to go to page 167 where they will find instructions to choose a language they want to know more about. Ask the class to read the instructions in silence. Give them some time to discuss in pairs which language they would like to know more about. Monitor their work. Then ask them to discuss which sources of information they will use. Ask them to do this after class.

Share

7  **Work in pairs. Take turns rehearsing your presentation. Give and receive feedback from your partner.**

Remember that in this stage learners have the chance to practice using the language or strategies revised in previous activities. Refer students to the sentences and chart they completed in Activity 6. Explain that they will rehearse their presentation and give and receive feedback to improve. Tell students to listen carefully to their classmate and make notes about voice volume, posture, etc. Ask students to take turns and rehearse their presentation in pairs, and then give and receive feedback. As an alternative, ask them to work in groups instead of pairs. Monitor and write some language samples on the board: *Hello, today we're going to talk about ...; On this chart you can see ...; Did you know that ...?; This number shows ...; As you can see ...; As I was saying ...; In the first place ...; Finally, ...*

Answers may vary.



The purpose of the questions is to help students reflect on their own ability to give presentations. Direct students to the questions in the Being Me Box and check comprehension. Put students in groups of three or four, ask students to discuss the questions. Monitor and help. Elicit ideas from volunteers. Point out that giving presentations is a skill that requires time and practice, therefore, students should not feel discouraged if they still have things to improve. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Media Resources

Print or photocopy the *Communicative Expressions* flashcards to give a presentation. Give each pair a set of flashcards and have them rehearsing the presentation using them.

Tell your learners to go to the Self-assessment on page 169 and answer the questions for Lesson 3.

Student's Book pages 164-166

Learners will ...

...give a presentation.

You will ...

...generate the necessary conditions to create a kind atmosphere in which your students feel confident enough to be able to:

- make explicit references to the topic and questions of the investigation (e.g., *I would like to add...*).
- combine oral interaction with graphic resources and the use of notes to aid their memory.
- use expressions to bring up a topic (e.g., *As I was saying...*).
- summarize or extend information to clarify ideas (e.g., *Finally... / Let me say something else..., etc.*).

- invite the audience to formulate questions or make comments (e.g., *Now, have your say, Any doubts?, etc.*).
- confirm or clarify ideas (e.g., *Are you saying...?, Do you mean that...; etc.*).
- assess strengths in the use of English.
- evaluate own development and that of others.

Assessment

- Have students evaluate themselves by answering the Self-assessment section in the Student's Book on page 169.
- Use the Assessment Tool on page 171 of this guide to assess students' performance throughout the module.

Materials: sheets of paper.

Class 1

**Reader – The Benefits of Learning
a Foreign Language**
**Second Reading**


Explain to students that they are going to read the chapter again and answer the Second Reading activities. Have volunteers read the activities out loud and monitor as learners perform the task individually. Let them compare their answers with a classmate. Have volunteers say the answers out loud.

Set**1. Guess the answers to the questions as a class.**

Ask students to open their Student's Books to page 164. Direct students to the images and the questions. Check comprehension. Explain that in this lesson they will look at linguistic diversity in Mexico. Ask students to guess the answers to the questions in pairs. Provide some examples: *Nahuatl (Guerrero, Puebla, Hidalgo, SLP, Veracruz), Totonac (Puebla and Veracruz), Tepehua (Hidalgo, Veracruz and Puebla), Mazahua (Mexico's center), Mixtecan (Oaxaca, Puebla and Guerrero), Mazatecan (Oaxaca, Puebla, Veracruz), Zapotecan (Oaxaca), Mayan (Chiapas, Tabasco, Yucatan, Quintana Roo, SLP, Campeche and Veracruz),*

Huastecan (Tamaulipas, Queretaro and Puebla). Monitor. Elicit ideas from volunteers.


Answers may vary.

Start
2.  Listen to the presentation. Number the information as you hear it.

Tell students that they are going to listen to Tom giving a different presentation. Ask students to look at the pictures and read the information. Explain to students that they have to number the sentences in the order they hear them. Play the Class CD once and then ask: *How does Tom start his presentation? Elicit He says that indigenous languages in Mexico have their origin in Mesoamerica. Do we have a sentence providing that information? Yes, letter e.* Have students write number 1. Then play the Class CD a second time and ask them to number the rest of the information in order. Refer students to the Glossary on page 170 to clarify the meaning of words. Play the CD a third time to check. Students check answers in pairs before checking as a class. Elicit answers from volunteer students and write them on the board.

Lesson 4

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

3  **35 Listen again and decide if the statements are True or False.**

Ask students to open their Student's Books to page 165. Tell students that they are going to listen to Tom again, but this time to focus on characteristics of effective presentations. Direct students to the statements and check comprehension. Play the Class CD and ask *Do you think Tom presents the information in order or disorder?* Elicit answers. Tell students they will listen to the presentation again but this time ask them to focus on how Tom presents the information, if he makes pauses and how he makes use of the visual material. Play the CD again and have students decide if the statements are true or false. Play the CD a third time. Students check answers in pairs before checking as a class. Elicit answers from volunteers and write them on the board.

Answers a. False b. True c. False d. True

4 **Complete the table with phrases from the box.**

The purpose of this activity is to focus on the use of connectors and/or phrases to sequence events and/or make an explicit reference to visual materials when giving a presentation. Direct students to the phrases and headings on the table and check comprehension. Model an example for students so they are clear what they have to do. Ask: *How would you start a presentation?* Elicit the phrase *Did you know?* Tell students that they can also use this expression to add information and it is commonly used in culture notes: *Did you know there is no sound in space?* Ask students to complete the table. Write the table and headings on the board. Students check answers in pairs before checking as a class. Elicit answers from volunteers. Have them write their answers in the correct column in the table on the board. Do not erase the table as you will use it for the wrap-up.

Answers: To introduce, add information or exemplify: *Did you know... / I would like to add... For example,...* To present graphical material: *On this chart, you can see that...* To finish an idea: *Finally,...*


Wrap-up

Put students into groups of three or four. Refer students back to the table in Activity 4. Tell them to think of two additional phrases they can use for the headings in the table. Have students discuss together and come up with ideas. Monitor. Elicit answers from volunteer students and add their phrases to the table on the board. Point out that language for presentations is formulaic, which means that there are many "already made" phrases that can be used. As an alternative include some of the phrases you found out as was suggested in the teaching tip for the previous lesson.

Class 2

Lead-in


Put students into groups of three. Tell students that in the previous lessons they listened to Tom giving two presentations. Ask students to discuss if Tom is good at giving presentations and why. Monitor. Elicit ideas from volunteer students.

5  **36 Listen to the last part of Tom's presentation. Check (✓) the best option to complete the sentences.**

Ask students to open their Student's Books to page 165. Tell students that they are going to listen again, but this time to focus on what Tom and his classmates said during the presentation. Play the Class CD and ask *How does Tom end his presentation? He asks if there are any questions. What questions does the class ask him? If a language can have two variants. What does Tom answer? He says that sometimes a language can have several variants.* Play the CD a second time and have students complete the sentences. Play the CD a third time if necessary. Students check answers in pairs before checking as a class. Elicit answers from volunteers and write them on the board.

Answers a. Asks if something was not clear.
b. Clarify some information.

Do

6  **Work in groups. Prepare a short presentation about a language you choose, discuss the questions.**

Direct students to the instructions and check comprehension. Arrange them in groups of 3-4. Ask students to open their Student's Books to page 166. Tell them to read the useful expressions. Elicit from students languages they like or would like to learn. Write on the board: *The topic I've chosen is (class chosen language) I chose this topic because...* Elicit reasons why students like it. Write a fun fact about the language you chose: *Let me tell you that the most famous operas are written in Italian.* Continue modeling the activity. Have students choose a different language and write their notes for their presentations using the one on the board as a model. Monitor. Students check notes in pairs before checking as a class. Elicit ideas from volunteers. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Answers may vary.


Media Resources

Print or photocopy the *Communicative Expressions* flashcards to give a presentation. Give each pair a set of flashcards and have them practice the presentation using them. If students can't find information from any source, print, photocopy, or display the *Linguistic Diversity* poster for students to work with.

Share

7 **Write notes about your discussion on Activity 6.** Once students have discussed the questions on Activity 6, tell them they are going to write the conclusions they reached to in their notebooks. Direct students' attention to the box of useful expressions and ask a volunteer to read them out loud. Have them notice they are in order, so they can use them as an outline for their presentation. Monitor and offer help with vocabulary if necessary.

Answers may vary.

8  **PROCESS** Share your notes with another group. Add information from other teams you find useful. Go to page 168 and start working on your presentation.

Arrange the class in groups of four. Tell students to exchange notes and add any relevant information to their own notes. Monitor their work. Encourage them not only to add information to their notes but also help their classmates if they find any mistakes or information that is not clear. Do not check their work just yet since learners will work on their presentation.

Remind learners of the product of this module: Oral presentation. Tell them that this activity will help them work on an oral presentation. Ask them to go to page 168 where they will find more instructions to prepare the information they will present and the graphic resources they will use for the presentation. For this activity, learners will work in groups. Monitor their work. Tell learners to work with another group and show them their notes and graphic resources. Remind learners of the importance of being supportive and respectful when working with others.

Teaching Tips

First prepare a list of 15 languages on separate pieces of paper. Divide the students into groups of 4-6. One member of the group chooses a piece of paper for the group to prepare a short presentation or fun facts based on what they know about that language (where it is spoken, famous people who speaks that language, famous places, books, songs, paintings, related to the language or the country where it is spoken). Then they share their work with the class. This activity is useful to have students, who do not have enough confidence, gain it by trying to speak by not looking at their notes.

Tell your learners to go to the Self-assessment on page 169 and answer the questions for Lesson 4.

Student's Book pages 167-168

Materials: cardboard, flipchart paper, color pencils, markers, rulers, index cards

Class 1

1 By this stage, learners will have revised and used different sources of information. Arrange the class in groups of three or four to compare their answers but this time ask them to discuss which sources turned out to be more reliable, which were more complex to use or locate the information they were looking for. Monitor and help learners if necessary. To check, have volunteers share their views with the class.

2 By now, learners have already written questions and answers. Thus, have them discuss which questions were the most interesting to answer and which were the most useful to extract information from the text in Activity 6 of Lesson 2. Monitor their work.

3 By this stage, learners have already chosen a language and have gathered information about it. Arrange the class in groups of four to six. Ask them to compare their work and check if the information they gathered is relevant to inform about the language they chose. Monitor their work. Encourage learners to help their classmates with positive remarks about their work and suggestions if the information is not complete. This promotes collaborative work. Remind them of being polite when helping others.

4 By this stage, learners have written questions to guide their search, have also made notes for their presentation and discussed some graphic resources. Therefore, it's time for them to reflect informally on the work done. Arrange the class in groups of eight (two groups of four working together) and ask them to check that all elements are ready for their presentation. Ask them to prepare everything, including their graphic resources. Ask them to help their classmates improve notes and graphic resources. Remind them to be polite when giving their opinion about their classmates' work.

CONCLUSIONS

5 Tell the class they will now work in groups to answer the questions. Draw their attention to the questions and ask them to read them in silence. Then, ask them to share their experience or views by taking turns to answer each question. Stress the importance of sharing their views on the task and the information they gathered. Monitor their work. Encourage them to participate and listen to their classmates' views.

Class 2

CREATE

6 This stage is of utmost importance in the learning process of students, since previous lessons and steps in the product section are meant to prepare students to give an oral presentation. Students should now make their own decisions, use language and strategies learnt during the module, and collaborate showing positive attitudes to rehearse the presentation and give feedback to their classmates.

Put the class in the original groups of four. Ask them to open their Students Books to page 168, Activity 6. Ask them to read the directions and elicit what they have to do. Ask learners to make decisions and work together. Monitor and help students with any questions and doubts they may have. Alternatively, ask students to compare and share ideas with another group of students when they have rehearsed the presentation. Remind learners of the importance of giving constructive feedback.

7 Have learners take turns to give their oral presentation. Remind the class that it is essential to listen to their classmates and think of questions or comments they can ask about the information their classmates share. Encourage them to participate actively.

Self-assessment page 137

Ask learners to read the *Reflect on your lessons* and *Final product performance* sections to think about what they did well and what they need to work on so they can decide what to answer on the *Set goals* section. Tell them to take out their portfolio binder to help them review their work if necessary.

A *graded scale* is an instrument used to evaluate certain characteristics or aspects of the students' performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate your students and determine their performance level.

	Graded Scale	Evaluation scale				
		Criteria	A	B	C	D
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Key:

- A: _____
- B: _____
- C: _____
- D: _____
- E: _____

Student's name _____ Date _____

(5 points, 1 each)

1. Listen to the presentation and circle the right option.

- The speaker finds the topic...
 - boring.
 - interesting.
- He speaks ...
 - clearly and with confidence.
 - hesitantly and makes pauses.
- To clarify his information, he uses ...
 - graphical resources.
 - videos.
- Which continent has the largest number of languages spoken?
 - Africa
 - Asia
- According to the speaker, which is the largest continent?
 - Africa
 - Asia

2. Listen carefully to the presentation again and complete.

(5 points, 1 each)

- I (1) _____ this topic (2) _____ I think it's interesting to know more about languages.
- This number shows us just how (3) _____ and (4) _____ we human beings are.
- ...but why are only ten (5) _____ spoken?

3. Complete the table with useful expressions to give a presentation.

(6 points, 2 each)

To introduce or add information	To present graphical material	To finish an idea
a.	b.	c.

4. Unscramble the sentences below.

(4 points, 1 each)

- the most spoken / As I was saying / is Nahuatl / language in Mexico / .
- 130 million inhabitants / I would like / has more than / to add that Mexico / .
- than 20 languages / Did you / in Mexico / know that more / are spoken / ?
- that Maya is / On this chart, / most spoken / you can see / the second / indigenous language / .

Score: (____ / 20 points)

Bibliography for teachers

Reference Books

- De Bolt, Virginia, *Write! Cooperative Learning and the Writing Process*. San Clemente: Kagan Publishing, 1998
- Harmer, Jeremy, *How to Teach English*. Upper Saddle River, NJ : Pearson ESL, 2007
- Lewis, Gordon, *Teenagers*. Oxford : Oxford University Press, 2007
- Nuttall, Christine, *Teaching Reading Skills in a Foreign Language*. Oxford : Macmillan, 2005
- Seymour, David & Popova, Maria, *700 classroom Activities*. Oxford : Macmillan, 2008
- Stone, Jeanne M., *Cooperative Learning & Language Arts*. San Clemente : Kagan Publishing, 1994
- Stone, Jeanne M., *Cooperative Learning Reading Activities*. San Clemente : Kagan Publishing, 2000
- Stone, Jeanne M., *Cooperative Learning Writing Activities*. San Clemente : Kagan Publishing, 1998
- Tate L., Marcia, *Graphic Organizers and Other Visual Strategies: Engage the Brain*. Thousand Oaks : Corwin Press, 2008

Online References

• Information Sources

One Stop English: <http://www.onestopenglish.com/>

Teaching English: <http://www.teachingenglish.org.uk/>

Adolescent Literacy: <http://www.adlit.org>

British council: <http://www.britishcouncil.org.mx>

• Language Links:

<http://www.englishgrammar.org>

<http://www.eslpartyland.com>

<http://www.eslvideo.com>

<http://www.brighthub.com>

<http://www.dictionary.com>

<http://www.usingenglish.org>

<http://www.englishgrammar.org>

• Cross-curricular Topics:

Literature: <http://www.pinkmonkey.com>

Public domain book: <http://www.gutenberg.org>

Geography: <http://www.google.com/earth>

Current events: <https://scholasticnews.scholastic.com>

Science: <http://www.bbc.co.uk/science>

Reader Answer Key

Chapter 1

1. a. 2 b. 1 c. 2
2. a. 1. loaded their trucks with food, water, and medicines, then drove into the town to deliver them to the people in need. 2. distributed water and check the houses. b. 1. took care of the younger children and helped them with homework after school. 2. visited the elderly and made sure that they were fine. 3. gathered once a month to cook for the whole town.
3. Answers may vary.

Chapter 2

1. a. T b. T c. F d. T e. T
2. a. Because merchants needed them to do the talking and make the deals to sell their wares to local merchants in different city-states. b. To French. c. Priests studied and learned *Náhuatl* and at the same time taught many indigenous people Castilian (or Spanish). d. Answers may vary.
3. a. 2300 B.C. b. Ebla, today's modern Syria. c. Urra-hubullu Babylonian glossary. d. 3rd Century B.C. e. The Erya. f. 1492. g. Antonio de Lebrija. h. 1555. i. Added the *Náhuatl* to Spanish section. j. 1798. k. Father Higgins and Mr. Connelly l. dictionary of the Spanish Academy and a good English one by Dr. Samuel Johnson
4. Answers may vary.

Chapter 3

1. a. The school's newspaper. b. They are the school newspaper reporters. c. It has all the interesting things that happen during the school year, including sports, concerts, plays, etc. d. The talent show. e. More than twenty performances.
2. Answers may vary.
1. a. 2 b. 4 c. 1 d. 3
2. a. 2 b. 1 c. 1 d. 2 e. 3

Chapter 4

1. a. F b. T c. T d. F e. T f. F g. F h. F i. F j. T **Corrected:** a. The Mendoza family lives in Mexico City. d. They show them a website. f. Sandra is interested in zip lines. g. Federico wants to visit Xoxafi caves. h. Ismael is interested in visiting a soccer museum. i. She wants to go to a place where she can relax and enjoy nature.

2. c

3. a. Listen, I want to try... b. What would you like to...? How does that sound? What do you think...? c. How about...? d. Shall we agree...? That's a good idea!
4. Answers may vary.

Chapter 5

1. a. William Dickson. b. 1895. c. Georges Melies. d. Charlie Chaplin
2. a. The several technological developments. Currently, we can enjoy films with high definition images, great sound quality, lots of motions, and special effects. b. Because the films were recorded with no sound or dialogues, the cards told the audience what was happening. c. In this device the film passed quickly between a lens and a light bulb while the viewer looked at the scene through a peephole and saw people and objects in motions. This didn't project the picture. d. Because they invented the cinematograph which could project images onto a screen. e. Because those movies were made of a nitrate base which decomposed and burned easily.
3. a. T b. F c. T d. F e. F f. F g. F h. T

Chapter 6

1. 1. b 2. f 3. g 4. d 5. e 6. a 7. h 8. c
2. a. 3 b. 2 c. 5 d. 6 e. 4 f. g. 1
3. 1, 6, 2, 8, 4, 9, 7, 5, 3
4. Answers may vary.

Chapter 7

1. 1. Implanted Cellphones. 2. 3D Printing organs. 3. Robot Teachers. 4. Self-driving cars.
2. a. A robot teacher. b. A driverless car. c. 3D printed organs. d. An implanted cell phone.
3. a. Because some schools wants to solve problems in education. b. In ten years. c. Self-driving car. d. Some critics because they argue this technology is not safe and will take jobs from truck or taxi drivers. They also say it will be too expensive for most people to afford it. e. To create exact copies of thousands of items.
4. Answers may vary.

Chapter 8

1. a. At the school b. A classmate of theirs is a bully and he is always picking on them. c. No, it is a recurrent one. d. They came up with several ideas but they agreed that only one is actually going to help them.
2. Answers may vary.
1. a. 3 b. 4 c. 1 d. 2
2. Answers may vary.

Chapter 9

1. a. F b. T c. F d. T e. T f. F
2. a. They had to do a research for their class project. b. Because this is a recently opened museum with interactive ways to learn about human body. c. She was able to explain in detail, the function of the respiratory system. She also provides clarification for some health related doubts the children had.
3. a. nose b. mouth c. diaphragm d. left lung e. larynx f. trachea
4. Answers may vary.

Chapter 10

1. a. When studying people train their brains, which keeps our brains agile and improves our memory b. Learning a new language makes us have bigger brains because the cortical lining gets thicker. c. When learning a new language we assimilate grammatical structures, vocabulary and useful phrases and we tend to compare the new language with our first language. Then we improve our understanding of our first language. d. We improve our language skills and experience a different culture e. We learn to respect and appreciate different cultural values; we open up our minds and develop social skills. Furthermore, this leads us to become more understanding and empathic people.
2. Answers may vary.
3. a. Bilingual Americans. b. Bilingual people in the world. c. People who study English around the world. d. Bilingual Australians. e. The people in the world who speak three or more languages.
4. Answers may vary.

Exams Answer Key

Module 1

- a. 2 b. 1 c. 2 d. 2
1. because 2. should 3. can 4. must 5. but
6. can 7. and 8. shouldn't 9. mustn't
10. Thank
- a. Opening b. Body c. Closing

Module 2

- a. v, descubrir b. adj, extinto c. n, descubrimiento
d. n, extinción
- a. Finally b. First c. Second d. Next
- a. Next Sunday we will go bike riding. b. We skate,
run, and walk in the park. c. I want a long
Christmas vacation. d. I like your bicycle.

Module 3

- a. F b. T c. F d. T e. T f. T
1. is 2. like 3. loves 4. do, like 5. love
- a. doesn't he b. does she c. isn't she d. won't he
1. e 2. d 3. b 4. c 5. a

Module 4

- a. 2 b. 2 c. 3 d. 2 e. 2
- a. That's quite a good idea. b. I'm not sure about
that c. OK, but I wanted d. What about? e. Let's
f. Why don't we...? g. Shall we ...?
- a. 4 b. 3 c. 1 d. 2

Module 5

1. b 2. a 3. a 4. a 5. b 6. b 7. b 8. a 9. b
10. b
- a. 1. confused b. 2. determined 3. excited
c. 4. confident
- a. What do you think about silent films? b. Which
movie would you like to see?

Module 6

- a. True b. False c. False d. False e. True
f. False
1. beginning 2. pulled 3. picked 4. floated
5. was 6. sitting 7. cried
- a. 7 b. 6 c. 5 d. 3 e. 2 f. 1 g. 4

Module 7

- a. True b. False c. False d. False e. True
1. was 2. imagined 3. know 4. is 5. will live
- a. F b. P c. P d. N e. F
- a. Where b. How c. Where d. What e. What

Module 8

- a. 3 b. 2 c. 1 d. 2 e. 3
- a. 2 b. 1 c. 2 d. 1 e. 2 f. 2 g. 2
- a. What do you think about ...? b. I think c. In
my opinion d. I believe e. What I mean is ...
- a. I agree b. I prefer c. I disagree

Module 9

1. a 2. b 3. b 4. b 5. b
- a. S b. S c. C d. C e. S
- a. Your lungs are located in your chest. b. Blood is
transported to every single cell in the body.
c. Nutrients are needed to be healthy. d. The
human brain is the most complex organ in the
body. e. The right lung is longer than the left.

Module 10

- a. 2 b. 1 c. 1 d. 2 e. 2
- a. 1. chose 2. because b. 3. diverse
4. complex c. 5. widely
- a. For example b. On this chart you can see that ...
c. Finally
- a. As I was saying, the most spoken language in
Mexico is Náhuatl. b. I would like to add that
Mexico has more than 130 million inhabitants.
c. Did you know that more than 20 languages are
spoken in Mexico? d. On this chart, you can see
the Maya is the second most spoken indigenous
language.

bilingualism: the use of two languages, either by an individual, or by a social group.

cognates: words in different languages related to the same roots.

collaboration skills: the ability to work successfully with others at school, work, or in life.

conditional: sentences that express imaginary or hypothetical situations.

cooperative learning: A teaching strategy involving teams in a collaborative environment. Each member of the team is not only responsible for their own learning, but for getting involved with other teammates and creating an environment of achievement.

critical thinking: The process of conceptualizing, applying, analyzing, synthesizing, and / or evaluating information from observation, experience, reflection, or communication.

details: Information that supports or explains the main idea of a text or paragraph.

echo reading or repetition: Reading of a text where the teacher reads a line out loud and students repeat. It is a good way to build pronunciation and expression when reading.

elicit: The action of obtaining information from the students by provoking a response from them.

fluency: to be able to speak a language idiomatically and accurately, without undue pausing and appropriate to context.

graphic components: Illustrations, diagrams, maps in a text; and how the text is arranged on the page (layout).

graphic organizers: Diagrams or other pictorial devices that summarize and illustrate concepts and interrelationships among concepts in a text.

inductive approach: A method where learners find out rules through the presentation of adequate linguistic forms in the target language.

inference: It is a logical conclusion reasoned from evidence. For example, if the story reads that a character is crying, you can infer that the character is sad.

intended audience: The readers for whom the author is writing.

intonation: The melodic pattern of connected speech that distinguishes one language from others.

lesson plan: a document that maps out the teacher's intentions for the lesson.

main idea: The central idea of a text or paragraph.

monitoring: providing learners with feedback on what they are saying or writing, as well as being available in a consultant role to answer questions, for example unfamiliar vocabulary.

paraphrase: To express what someone else has said or written using different words, especially in order to make it shorter or clearer.

pitch: the high or low quality of a sound or voice.

plot: The sequence of events in a story.

scaffolding: A supportive framework that teachers give children while they are learning a language.

scan: A reading strategy to seek specific words and phrases.

shared reading: Students, in pairs, take turns reading sections of a text out loud to each other and ask each other questions about what they have just read.

skim: A reading strategy to quickly identify the main ideas of a text.

rhythm: The way some words are emphasized so as to give the effect of regular beats.

speech register: The spoken language used for a particular purpose or in a particular social setting. It also used to indicate degrees of formality.

story / text structure: A set of conventions that govern different types of texts, such as setting, characters, plot, climax, ending in a narrative text, or instructions and materials in an information text.

syntax: The arrangement of words in a sentence.

turn-taking: The skill of knowing when to alternate speaking in a conversation.

word stress: The relative emphasis that is given to certain syllables in a word by increasing loudness, length, or tone of voice.

Audio Scrip

Module 1

Track 02 Lesson 1 / Activities 2 and 3 / page 11

Boy: Hello.

Secretary: Hello. How can I help you?

Boy: Uh, there's a problem with my student ID card.

Secretary: OK... What's the problem?

Boy: I lost it.

Secretary: We'll have to make you a new card. We can fill out the form now.

Boy: I know. I'm sorry...

Secretary: OK, no problem... Let me see then... What's your last name?

Boy: Díaz.

Secretary: And your name?

Boy: Gustavo.

Secretary: Díaz... Gustavo...

Boy: Gustavo Díaz Torres... that's my full name.

Secretary: And what's your date of birth? The full date, please.

Boy: April 28, 2002.

Secretary: So, you're 15. And your birthplace?

Boy: What do you mean?

Secretary: Where were you born?

Boy: Here, in Los Sauces.

Secretary: Alright... Los Sauces, April 28, 2002...

Boy: Is that all?

Secretary: Not quite. What's your address?

Boy: 22 Durango Street.

Secretary: OK. Do you know your zip code?

Boy: Yes, it's 07890.

Secretary: OK. That's here in Los Sauces, right?

Boy: Yes, it is.

Secretary: And your home phone number?

Boy: 34 97 23 06

Secretary: Sorry, can you say that again?

Boy: 34 97 23 06

Secretary: Thank you, Gustavo. That will be all. Your card will be ready next week. Please don't lose this one!

Track 03 Lesson 1 / Activity 4 / page 12

- What's your address?
- What's your last name?
- And your name?

- Do you know your zip code?
- What's your day of birth?
- So, where were you born?
- Can you say that again, please?

Track 04 Lesson 2 / Activity 1 / page 14

- sound of police siren.
- sound of heart monitor.
- sound of approaching subway train.
- sound of garbage collector truck.

Track 05 Lesson 2 / Activities 3 and 4 / page 15

Conversation 1

Receptionist: Good afternoon, sir. How can I help you?

Mr. Nelson: Can we see a doctor? My student... he hurt his knee. He looks bad, it might be serious.

Receptionist: Please wait here, sir. The doctor will see you now. Could you fill out this form with your student's personal information?

Mr. Nelson: Sure. May I borrow your pen?

Receptionist: Certainly.

Track 06 Lesson 2 / Activities 5 and 6 / page 15

Conversation 2

Police officer: You're calling the Second District Station. What can we do for you?

Man: Hello, ma'am. I just came back from work and my front window is broken.

Police officer: OK sir. Thanks for calling us immediately. Someone might be inside. Have you checked the house before calling us?

Man: No, ma'am, but I believe my dog is missing. He could be hurt somewhere!

Police officer: You're right, sir. May I have your address, sir? I'll send a unit now.

Man: Sure. It's 46 Pine Street...

Track 07 Lesson 3 / Activities 2 and 3 / page 17

Part 1

Girl: Hello.

Librarian: Hello. How can I help you?

Girl: I'd like to borrow books about frogs from this public library. Could you tell me what I need to do?

Librarian: Frogs?

Girl: Yes, I love frogs!

Librarian: OK! We have a lot of books about frogs. You need to bring an ID. If you're under 18, bring your student ID. You'll also need one of your parents to come with you. He or she will need to bring their ID and a credit card to make a deposit. Look, all the information is here...

Part 2

Girl: Great. And, when I join, what are the services the library offers?

Librarian: Here you have the list of all our services. Our users can borrow books from all our collections. We also offer library book exchanges in case we don't have a title... See?

Girl: Wow! That's nice!

Librarian: You can use the computer rooms on each floor and there's free Wi-Fi. If you can't bring the books back during opening hours, you can drop them off in the box next to the main door. We also offer other courses in case you're interested in a particular subject. Oh, and we also organize talks with writers in our community every Saturday at 4 p.m.

Girl: OK... sounds great. Thanks!

Librarian: If you have any questions, you can contact us by phone or email before you come back. Here are the details.

Girl: Thank you!

Librarian: You're welcome. We're open until 7 p.m. Good luck with your frogs!

Track 08 Lesson 3 / Activity 4 / page 18

Girl: Hello.

Librarian: Hello. How can I help you?

Girl: I'd like to borrow books about frogs from this public library. Could you tell me what I need to do?

Librarian: OK! We have a lot of books about frogs. You need to bring an ID. If you have any questions, you can contact us by phone or email before you come back. Here are the details.

Girl: Thank you!

Track 09 Lesson 4 / Activities 2 and 3 / page 20

Presenter: Welcome to Teens in Action. Today we are talking about what to do in a major emergency. We have a special guest: Charlie Hunter, a Civil Protection volunteer. Welcome, Charlie!

Charlie: Hi!

Presenter: Let's start with fires. What can teenagers do if there's a fire?

Charlie: It depends where the fire is, but one thing is for sure. You must have a plan. You should talk to your family about how to get out of the building if there's a fire. And you must not forget to take important documents, like passports and birth certificates, because you might need them, and they are very hard to replace.

Presenter: Good point! But what if someone in your family is not at home when the fire happens?

Charlie: You should store your family's numbers in your cell-phone, and memorize them.

Presenter: Should we do anything else, Charlie?

Charlie: Yes. You have to prepare a fire survival kit. It has to include blankets, clean water, and important documents. Put everything in a bag. Then, keep it near the emergency exit.

Presenter: That's great advice. It's time for a break. When we come back, Charlie will talk about first aid for teens. Stay tuned!

Module

Track 10 Lesson 1 / Activities 2 and 3 / page 43

Interviewer: Good morning.

Girl: Hi.

Interviewer: Would you mind if I ask you a few questions?

Girl: Uh... Err... I'm in a bit of a hurry.

Interviewer: It's just a short survey.

Girl: OK.

Interviewer: What leisure activities do you like?

Girl: Huh?!

Interviewer: I mean, what do you like doing in your free time?

Girl: Oh. I like to play basketball of course. I like literature...

Interviewer: Do you like going shopping?

Girl: Hmm. I don't like shopping. Is that all?

Interviewer: Almost. Do you like to watch sports on TV?

Girl: I don't mind watching sports on TV but I love to hang out with my friends and they are waiting for me. Sorry. I must go now. Bye.

Interviewer: Wait! What don't you like doing?

Girl: Going to concerts; I hate crowds!

Interviewer: Thank you.

Girl: What's up guys? I'm ready.

Track 11 Lesson 2 / Activity 3 / page 47

Announcer: Today in the studio, we have Mathias Bach for an interview. You will want to meet this new pop music talent. By the way, your outfit looks cool. Hello, mate. Welcome to London.

Mathias: Hello. Thank you.

Announcer: So, where are you from?

Mathias: I come from Morelia, Mexico...

Announcer: Wait a minute! Did you say from Mexico?

Mathias: Yes. I'm Mexican.

Announcer: So? Where does the name Mathias Bach come from?

Mathias: Well, I love Johann Sebastian Bach.

Announcer: So, you like classical music?

Mathias: Baroque classical music is my favorite.

Announcer: I see. Tell me, do you like London?

Mathias: I love London. It is a really beautiful city.

Announcer: Thank you. Now, tell me about your musical interests. Apart from classical music and pop, do you like any other kind of music?

Mathias: Well, I like jazz because my mother is a great fan of jazz, and I like instrumental music too.

Announcer: So, your family likes music.

Mathias: Oh, yes. My family loves music, especially my father, he is a musician.

Announcer: Does he like the violin too?

Mathias: Yes, he does, but he prefers playing the sax. And my sister is crazy about music!

Announcer: What about your free time? What do you like and not like doing?

Mathias: Hmm... I like exercising, reading, and studying. And, I don't like wasting time, I guess.

Announcer: Mathias, thank you very much for the interview...

Mathias: Sorry, could I just give your listeners some information about my concert?

Announcer: Of course. Please, tell us when...

Track 12 Lesson 4 / Activity 3 / page 52

Interviewer: Good afternoon. We're doing a survey. Would you mind if I ask you a few questions?

Boy: Hi. What is it for?

Interviewer: We want to know about teens' leisure preferences in general and your own. It's for publicity purposes.

Boy: It isn't a long interview, is it?

Interviewer: No. Just six questions.

Boy: OK then!

Girl: Sure.

Interviewer: In this neighborhood, what hobbies are teens interested in?

Boy: I'd say that we like sports and hanging out with friends.

Girl: I don't think so. I'm sure we are more interested in using technology than hanging out with friends.

Interviewer: Alright. And, when teens are with friends, what do they like talking about?

Girl: Hey. That's a good question... Hmm... Let me think... Lots of stuff, such as music, bands, school, and friends.

Boy: I agree with you.

Interviewer: Fine. Next question is: What type of music are you interested in?

Girl: Well, it depends who you ask, but I think he and I are mad about the same kind of music: rock.

Boy: That's right.

Interviewer: Good. What type of movies are you interested in?

Boy: Horror.

Girl: Science fiction.

Interviewer: Haha. I think I got it. You said "science fiction", didn't you?

Girl: Yes.

Interviewer: And you like horror, don't you?

Boy: That's correct.

Interviewer: Who do you like going to the movies with?

Boy: Friends.

Girl: Yeah with friends, but also with my family. Going in a group is more fun, isn't it?

Boy: Yep. I agree.

Interviewer: Me too. Anyway, the last question: what is your favorite book about?

Boy and Girl: A Fantasy World.

Girl: No way! You don't like my favorite book, do you?

Boy: I disagree. I didn't, but you convinced me and I'm a great fan now.

Interviewer: Sorry for interrupting, but...

Girl: Oh, yes, the interview. No worries. I guess A Fantasy World is our answer, isn't it?

Boy: Yes.

Interviewer: That's it guys. Thanks a lot.

Boy and girl: Bye.

Track 13 Lesson 4 / Activity 5 / page 53

- It isn't a long interview, is it?
- You said "science fiction", didn't you?
- And you like horror, don't you?
- Going in a group is more fun, isn't it?
- You don't like my favorite book, do you?
- I guess A Fantasy World is our answer, isn't it?

Module 1

Track 14 Lesson 1 / Activities 2 and 3 / pages 59-60

Mom: Hey kids. Have you discussed where to go on our vacation?

Boy and Girl: Yes!

Mom: Oh, good! Did you look at the travel guide books?

Boy: No, Mom. Maybe later, when we need more detailed information.

Mom: Alright. Well, why don't you pick some destinations and we'll choose one?

Girl: That's a good idea. In fact, we've done that already. I'll show you on the computer. What about Cancún? Look, my brother and I wanted to go to Cancún because, well, you know, we love the beach and water sports and there are aquatic parks. It is quite expensive, though.

Mom: OK, but I wanted to go to a historical place.

Boy: I know, we also thought about Mexico City or Mérida. Dad brought some brochures. Look!

Mom: Yes, let's go to Mérida. I saw in a magazine article that it has great museums, beautiful colonial houses and...

Boy: Hold your horses, Mom! I mean, I'm not sure about that.

Mom: OK. Why don't you look in Yucatán's website?

Girl: That's a good idea! Shall we look at it?

Boy: That sounds great!

Track 15 Lesson 3 / Activity 2 / page 65

Jorge: Guys! We've been discussing forever. C'mon, the most important is that we're traveling together to celebrate we finished the school year. Don't you think we should make a list of only four places and then select one?

All: OK.

Jorge: So, Ana, where would you like to go and why?

Ana: Cuernavaca because there are a lot of things to do. We can visit the Palace of Cortes, go to the Borda Garden Museum, the archaeological zone of Teopanzolco, swimming pools, etcetera.

Rosa: What about Tepoztlán instead? It's in Morelos too. There are many attractions! We can climb up the Tepozteco hill of course and see the archaeological site; we can see and buy beautiful handicrafts, we can camp or stay in a hostel with a pool.

Luis: Mmm... I'm not sure, what about Tolantongo Caves in Hidalgo? When I went with my family, we had a great time. We went to the caves and swam in the river. What do you say?

Jorge: That's quite a good idea.

Track 16 Lesson 3 / Activity 3 / page 66

Luis: What place do you suggest visiting, Jorge?

Jorge: I suggest we go to Tecolotla in Veracruz. I went there with my family some years ago. We stayed in a very comfortable hotel. The first day, we spent hours on the beach playing, swimming, and relaxing. On day 2, we went to the Turtle Camp to free turtles, that's just one of the coolest experiences ever. I named mine Rosa in your honor.

Rosa: Hahaha... Silly!

Jorge: On day 3, we went on a boat trip through the river and saw mangroves, some birds, crabs and even a crocodile. I know it is further than the places you proposed, but we really should go there... Three more things: the food is delicious, it is a cheap place and we can go by bus. I think it's the best option. Don't you agree?

Ana: I vote Tecolotla.

Rosa: Me too.

Luis: Yeah, let's go.

Jorge: I was going to vote Cuernavaca.

Ana, Rosa, and Luis: What?!

Jorge: Just kidding

Ana, Rosa, and Luis: Hahaha.

Track 17 Lesson 4 / Activities 2 and 3 / page 68

Mom: Girls, I thought this year we could go to a lake for our vacations.

Jenny: A lake?

Mom: Yes, the Solitary Lake in Ontario. It's very peaceful.

Sophie: I'm not sure Mom... A good thing is that it's relaxing, but on the other hand the main attraction is fishing and... Dad is the only one who likes it, another bad point is that it's cold. We want to go to a warm place. Don't we, Jenny?

Jenny: Yes, definitely

Sophie: I thought about Loreto in Baja California. We can explore the islands, go snorkeling, kayaking, and fishing in the Sea of Cortes. What do you say?

Jenny: I agree. Dad can go fishing there too. Please, please, Mom.

Mom: It has many positive things, but a negative one is that it's more expensive.

Sophie: Not at all. Look, here I found some cheap vacation packages. What do you think?

Mom: Okay, okay... you win. Loreto it is!

Sophie and Jenny: Yeah!

Track 18 Lesson 4 / Activity 5 / page 69

- A lake?
- Dad is the only one who likes it.
- Yes, definitely.
- Please, please, Mom.

Module

Track 19 Lesson 1 / Activity 6 / page 76

- train whistling
- machinery
- romantic piano
- screaming

Track 20 Lesson 4 / Activities 2 and 3 / pages 84-85

Director: OK, so we're now ready to rehearse the scene. Mark and Isabella, the main characters, meet for the first time at the party.

Actor: Sorry... but I don't understand. Before I see Isabella, where am I standing, and what am I doing?

Director: Just stand there, holding your glass, drinking from it occasionally. You should look sad or lonely. You might also look a bit bored... in other words, you are not interested in what's happening around you. Then, when you see her at the entrance of the hall, look happy and very pleased to see her.

Actor: Oh, I see. I'm standing here and drinking from my glass quietly, I'm not speaking to anybody, then...

Director: Exactly, you're by yourself, with an expression of sadness or loneliness on your face. Then when she passes by, your face should change and you show interest.

Actor: Got it!

Director: And you, Isabella, walk slowly into the hall, not fast, looking at the guests suspiciously... remember you didn't want to go to the party and you don't like the people who invited you. Have I explained myself clearly?

Actress: Mmm... I think so... But then, what happens when Mark stares at me? Should I stop walking and look at him or can I just continue walking?

Director: Just pass by without showing any interest, but nod at people politely and gracefully. You should look like a lady walking calmly but your face also shows a bit of suspicion and indifference. Remember, you didn't want to attend to the party.

Actress: OK... I think I understand what you mean.

Director: So, now, let's rehearse the entrance scene before we roll it.

Module

Track 21 Lesson 3 / Activity 4 / page 98

Part one

that	mouse
the	mouth
agreed	might
tree	bright

Part two

- | | |
|-------------|-------------|
| a. although | e. seem |
| b. then | f. house |
| c. this | g. out |
| d. deep | h. daylight |

Track 22 Lesson 4 / Activity 3 / page 101

Lori: So, Eric? Do you like the story of King Arthur?

Eric: Of course. I think it is the greatest story ever.

Lori: Me too. He was a great warrior who defended England against invaders.

Also, a wise and good King that made the people happy again.

Eric: With the help of Merlin and his magic.

Lori: Yes, you are right. I really like Merlin. And what about the round table he created?

Eric: Oh, yeah. Only the best knights in England could sit there. What a fabulous team to help him rule and fight enemies, don't you think?

Lori: Well... yes but there were also traitors! I'm talking about Lancelot and Guinevere, the Queen. They were disloyal.

Eric: Uff, and that disloyalty later destroyed the round table.

Lori: Also, near the end of the story, Mordred crowns himself King when Arthur is not there.

Eric: And when Arthur returns they fight.

Lori: And kill each other. What a drama!

Module

Track 23 Lesson 2 / Activity 2 / page 110

Narrator: "Chapter 1—Going back to school"

Daniel is back home after three long months. He is afraid to go back to school. He does not want to go there. But it will be OK. His friends are the same. So, why is he nervous? Maybe it is because he did not say goodbye to them when he left. It is strange not to say goodbye to your friends if you go away for a long time. And, they do not know why he left. Most importantly, what will Jessica do when she sees him again? What will Daniel do?

Track 24 Lesson 2 / Activities 3 and 4 / page 111

Anna: Did you read Chapter 1?

Mike: Sure. That was homework, right?

Anna: Right. We'll discuss what happens next with Ms. Barron.

Mike: I think it is a suspense story. What do you think happens next?

Anna: Well, Daniel is afraid of his school friends' reaction when he's back, right? I think his friends will ask him why he left without telling anyone. What do you think?

Mike: Well... I'm sure he's going to face everyone at school. He is worried about Jessica's reaction. She probably won't be happy to see him, but Daniel is going to find a way to be her friend again.

Anna: I agree! Let's see what Ms. Barron says today in class...

Track 25 Lesson 2 / Activity 6 / page 111

Narrator: "Chapter 2—Let me tell you!" Daniel looks at Jessica and walks towards her. He needs to explain why he didn't say goodbye when he left.

Daniel: Jessica?

Jessica: Oh. Hi Daniel. Long time no see.

Daniel: I need to talk to you.

Jessica: Well, I don't think I need to talk to you.

Daniel: But, I'm going to explain why I had to leave school.

Jessica: Seriously? Do you think I'll believe you?

Daniel: I'm going to tell you the truth. Now I can! Please, wait. Let me tell you!

Track 26 Lesson 4 / Activity 6 / page 118

shock	happens
out	fellow
will	book
something	ready
now	mission
totally	reports
when	wondered
blank	

Module

Track 27 Lesson 3 / Activity 4 / page 130

Angel: So, what do you think about the Super Sentinel comic strip?

Cecil: Well, I think it is too simple and predictable. So, I think it isn't really good. What about you?

Angel: I think that we have different opinions.

Cecil: C'mon, buddy. I'd love to know your opinion.

Angel: Alright. In my opinion, it is quite nice. I like the fact that he has an internal fight.

Cecil: OK ..

Angel: What I mean is that he doesn't want to use his power because he doesn't want to suffer seeing things that will hurt him, but...

Cecil: Yeah, the city needs his help and it's not an easy decision. It is predictable.

Angel: I disagree. I believe it is interesting that he is a super hero, but he has problems all humans have. For example, his mother was very important to him and he is afraid of suffering... What's your opinion about that?

Cecil: OK. I agree with that.

Track 28 Lesson 4 / Activities 2 and 3 / pages 132-133

Valery and Paul: Hahaha...

Adam: What are you reading?

Valery: Oh, we are reading a funny comic strip. I mean, it's just a joke to make you laugh.

Adam: Let me see...

Valery: So, what do you think about it?

Adam: Honestly, I don't like this type of comic strips. I prefer superhero and wrestling ones. Stories with the good and bad guys. But, I have to admit it is funny. And what about you Paul? Do you agree with me?

Paul: I disagree. What I mean is that I like superhero comic strips, but not all of them. For example, I like comic strips with a moral.

Valery: I agree, like the one we read in class.

Adam: Which comic strip?

Paul: The one about a superhero that had to think about others' benefit, not only about himself.

Valery: That's cool!

Module

Track 29 Lesson 1 / Activity 2 / page 139

Johanna: Hey Jake. What's that?

Jake: People inside a human heart.

Johanna: What? People inside a heart?

Jake: Yeah! They are inside of a giant model of a human body. In this picture, they are in the heart. Look, you can see the shape of the heart, the blood and the vessels.

Johanna: Wow. Where is it?

Jake: It's the Corpus Human Body Museum. Look... It's a huge replica of the human body. The whole building looks like a body. Visitors can walk around inside.

Johanna: It sounds really cool!

Jake: Yeah. It says here that visitors can see, feel, and hear how the human body works. Look... Here's another photograph. Here people are in the brain. Look at the nerves.

Johanna: I'd love to see that! The brain, the nerves and the spinal cord.

Jake: I think you would really like this museum.

Johanna: What about that other photograph. What's that?

Jake: The lungs!

Johanna: Wow. They're huge! Lungs are part of the respiratory system, right?

Jake: Yes. Just like the nose and the trachea. Hey Johanna, why don't we go to the museum?

Johanna: Deal!

Track 30 Lesson 2 / Activity 1 / page 142

Museum guide: Welcome to the Human Body Museum! You are going to take a fantastic journey through a giant model of the human body. Let's start by checking some interesting human body numbers about the skeletal and endocrine systems. For example, did you know that children usually have 20 milk teeth? Adults usually have 32 permanent teeth. Most people have 12 pairs of ribs, but about 5 percent of the population has an extra pair. And what about the total number of vertebrae? 33 is the total number of vertebrae in the spinal column of the human body. Other interesting facts about the body are that your nose contains 20 types of odor-detecting cells. With these, you can distinguish up to 10,000 different smells. The average healthy mouth produces about 1.5 liters of saliva each day. And the average person produces 500 milliliters of sweat every day, but it depends on the temperature, humidity and the activities each person does.

Track 31 Lesson 3 / Activities 2 and 3 / page 145

Tour guide: Hi! My name is Nathan Carter and I will be your tour guide today. If you have any questions, just ask. All right?

All zoo visitors: Yes! OK.

Tour guide: Let me introduce you to our chimpanzees. The larger one is Bart, and the smaller one is his girlfriend, Roxy.

Zoo visitor 1: What do they eat?

Tour guide: Lots of things. They usually eat fruit and plants, but they also eat insects, like grasshoppers and earthworms. They drink rainwater. Oh, and for a special treat, they love peanuts!

Zoo visitor 2: Are chimpanzees our closest living relatives?

Tour guide: Yes, they are. They share 96 percent of our DNA.

Zoo visitor 1: Do they communicate like humans do?

Tour guide: Well, they don't speak our language but some chimpanzees have learned to use some basic human sign language.

Zoo visitor 2: Is their nervous system similar to the humans'?

Tour guide: It's the same! In their body - and in ours— the nervous system is made up of the brain, the spinal cord, and a large network of nerves.



Track 32 Lesson 1 / Activities 2 and 3 / page 155

Sam: The question we need to answer is "Where is English spoken?"

Anna: OK, this book is about the history of English. Look at the table of contents to see if we can find the topic we are looking for.

Sam: OK, let's see. There are several chapters... Perhaps this one? "World Englishes", what do you think?

Anna: You're right. Which page should we go to?

Sam: Err... 98.

Anna: Now, we may not need to read all the chapter. Look at this title.

Sam: Great, let's start here, then. Anna, what is this little number for?

Anna: Oh, that's the reference to a footnote. See? There's some additional information here at the bottom of the page.

Track 33 Lesson 3 / Activities 2 and 3 / page 161

Tom: The topic I've chosen is "Languages around the World." I chose this topic because I think it's interesting to know more about languages. Did you know there are around seven thousand languages spoken in the world? This number shows us just how diverse and complex we human beings are.

In this chart, you can see the number of languages organized by continent. As you can see Asia, the largest continent in the world, has the largest number of languages. Then, Africa with around 2,100. In last place is Europe with 285 languages but we need to consider this is also the smallest continent in the world. As I was saying, there are around 7,000 languages in the world, but why are only ten widely spoken? Well, most languages are spoken by a very small group of people. Finally, here is a table containing the percentage and approximate number of languages per continent.

Track 34 Lesson 3 / Activity 4 / page 162

Tom: Look at this chart, the languages organized by continent. Um... Yes, Asia! As you can see Asia the largest continent in the world contains the largest number of languages. Africa with around three, no, two thousand 100 languages. In the last place is Europe with 285 languages but we need to consider this is also the smallest continent in the world.

Track 35 Lesson 4 / Activities 2 and 3 / pages 164-165

Tom: Did you know that many of the indigenous languages in Mexico have their origin in Mesoamerica around 5,000 years ago?

I would like to add that although most Mexicans speak Spanish today, there is a vast number of indigenous languages that have been spoken in the country since long before Mexico was a Spanish Colony.

For example, if you go to the southern state of Oaxaca, and you go to the market to buy the farmers' produce, you may hear more than 20 different languages!

In this chart, you can see that one of the most spoken indigenous languages is Náhuatl which belongs to the Aztec language family. Maya is the second most spoken indigenous language followed by Tzeltal, Tzotzil, and Zapotec.

Finally, with a population of around 130 million inhabitants, Mexico is a linguistically diverse country and the reason is simple: Mexico is also ethnically diverse.

Track 36 Lesson 4 / Activity 5 / page 165

Tom: So, any questions?

Girl: Yes, when you said "around 130 million inhabitants", are you saying the number might be higher?

Tom: Exactly.

Girl: Wow! That's truly amazing.

Tom: Let me tell you something else. It's difficult to know the exact number of indigenous languages because in some regions of Mexico, one language can sound very similar to another.

Boy: Do you mean that one language can have two...?

Tom: Variants? That's right. And sometimes, not only two but several!

Boy: That's amazing!

Tom: Yes. Well, if there are no more questions, I'm done

Read

Track 37 Reader Chapter 2 / Activity 1 / page 28

Teacher: Now I want you to work in groups of four. Write five questions and answers of the reading for our game!

Pedro: Hey, Susana! Will you and Amanda work with Juan and I?

Susana: Sure Pedro. Let's sit over here.

Juan: Look at the Akkadian-Sumerian dictionary. Imagine walking around with twenty four tablets!

Susana: Well the Chinese one looks better, but we can only see it in a museum.

Amanda: OK, let's ask how many tablets the Akkadian one has and where we can see the Chinese dictionary.

Pedro: Sounds good to me, why don't you write the questions, Susana.

Susana: Sure.

Juan: I have always been fascinated by Marco Polo's adventures. I agree that a good bilingual dictionary or two would have been useful to the Polo family.

Amanda: Well they travelled about 200 years too soon.

Pedro: Just think! The first published bilingual dictionaries were written by Spanish priests, The Spanish-Náhuatl dictionary! I'm so proud.

Susana: Pedro you are proud of anything that may have something linked to you!

Pedro: That's right! You better believe it!

Juan: I have to agree with Pedro. Even the first English-Spanish dictionary was based on the dictionary of the Spanish Academy.

Amanda: Well, half of it anyway. Remember that the other half was English and many editions were pirated repeatedly.

Pedro: And it was published and printed in Spain!

Susana: Yes, yes, we get it now. What about the questions! Let's hurry up!

Track 38 Reader Chapter 3 / Activity 2 / page 43

Roxanne: So, you are The Drivers! Who is the leader in the band?

Chris: I am. And Antonia is the lead singer.

Antonia: Yes, I've always liked singing. It's in my blood.

Roxanne: Aren't you on the football team, Joe?

Joe: Yes, I play defense and Andy is the quarterback.

Andy: Well we love playing football, but we like music too.

Billy: And the talent show is only once a year. We like performing and hearing all those shouts, and clapping and cheering us on

Roxanne: What kind of music do you play?

Chris: Well Antonia likes singing rock music but the rest of us like playing country music.

Antonia: So, we do a little of both.

Joe: It doesn't matter what we play. Kids here love listening to us!

Track 39 Reader Chapter 6 / Activity 2 / page 84

a. **Squire Gordon:** Black Beauty let's run as fast as you can, so we can save my wife. If we can't fetch the doctor now, she will die!"

b. **Jerry:** "Don't worry, I'll take care of you. We will be a great team!"

c. **Ginger:** "I hate all humans, so I bite and kick every one that gets near me"

d. **Joe:** "I'm sorry Black Beauty, but I don't know how to treat your injuries. I can't help you."

e. **Black Beauty's Mother:** "If you always try to be good and do your best, you will have a good life."

f. **Miss Ellen:** "Please clean and care for this old horse. He is a new member of our family."

g. **Black Beauty:** "Who wants an old horse too weak to carry bags of corn? Too weak to pull a cab?"

Track 40 Reader Chapter 8 / Activity 1 / page 113

a. **Carl:** We give him something he wants, in exchange he agrees to leave us alone. I know Ralph gets terrible grades in math, and I'm good at math. So I tutor him in math and in exchange he stops picking on me. It's a win-win.

b. **Kristy:** I have an idea! I remember in one of our classes Mr. Whittaker said that to understand other people's actions we need to walk a mile in their shoes. It means, to understand someone's actions, you have to understand what they experience.

c. **Diana:** My grandmother says to make a friend of an enemy, you need to kill them with kindness. It means we have to be extra nice to him. When he is mean to us, we are really nice to him. After a while, he'll stop being mean to us. He'll be our friend.

d. **Mickey:** It's called strength in numbers. Bullies like Ralph pick one person when they are alone. When everyone is together and supports each other, the bullies have to stop. Kristy wasn't alone. There were a lot of people in the hallway, but no one was on her side. No one spoke up for her.

Track List

Track	Lesson
-------	--------

Module 1

02	Lesson 1, Activities 2 and 3	11
03	Lesson 1, Activity 4	12
04	Lesson 2, Activity 1	14
05	Lesson 2, Activities 3 and 4	15
06	Lesson 2, Activities 5 and 6	15
07	Lesson 3, Activities 2 and 3	17
08	Lesson 3, Activity 4	18
09	Lesson 4, Activities 2 and 3	20

Module 3

10	Lesson 1, Activities 2 and 3	43
11	Lesson 2, Activity 3	47
12	Lesson 4, Activity 3	52
13	Lesson 4, Activity 5	53

Module 4

14	Lesson 1, Activities 2 and 3	59-60
15	Lesson 3, Activity 2	65
16	Lesson 3, Activity 3	66
17	Lesson 4, Activities 2 and 3	68
18	Lesson 4, Activity 5	69

Module 5

19	Lesson 1, Activity 6	76
20	Lesson 4, Activities 2 and 3	84-85

Module 6

21	Lesson 3, Activity 4	98
22	Lesson 4, Activity 3	101

Track	Lesson
-------	--------

Module 7

23	Lesson 2, Activity 2	110
24	Lesson 2, Activities 3 and 4	111
25	Lesson 2, Activity 6	111
26	Lesson 4, Activity 6	118

Module 8

27	Lesson 3, Activity 4	130
28	Lesson 4, Activities 2 and 3	132-133

Module 9

29	Lesson 1, Activity 2	139
30	Lesson 2, Activity 1	142
31	Lesson 3, Activities 2 and 3	145

Module 10

32	Lesson 1, Activities 2 and 3	155
33	Lesson 3, Activities 2 and 3	161
34	Lesson 3, Activity 4	162
35	Lesson 4, Activities 2 and 3	164-165
36	Lesson 4, Activity 5	165

Reader

37	Chapter 2, Activity 1	28
38	Chapter 3, Activity 2	43
39	Chapter 6, Activity 2	84
40	Chapter 8, Activity 1	113

Distribución gratuita
Prohibida su venta

English Connect

Teacher's Guide

1



ISBN 978-607-473-665-6



9 786074 736656