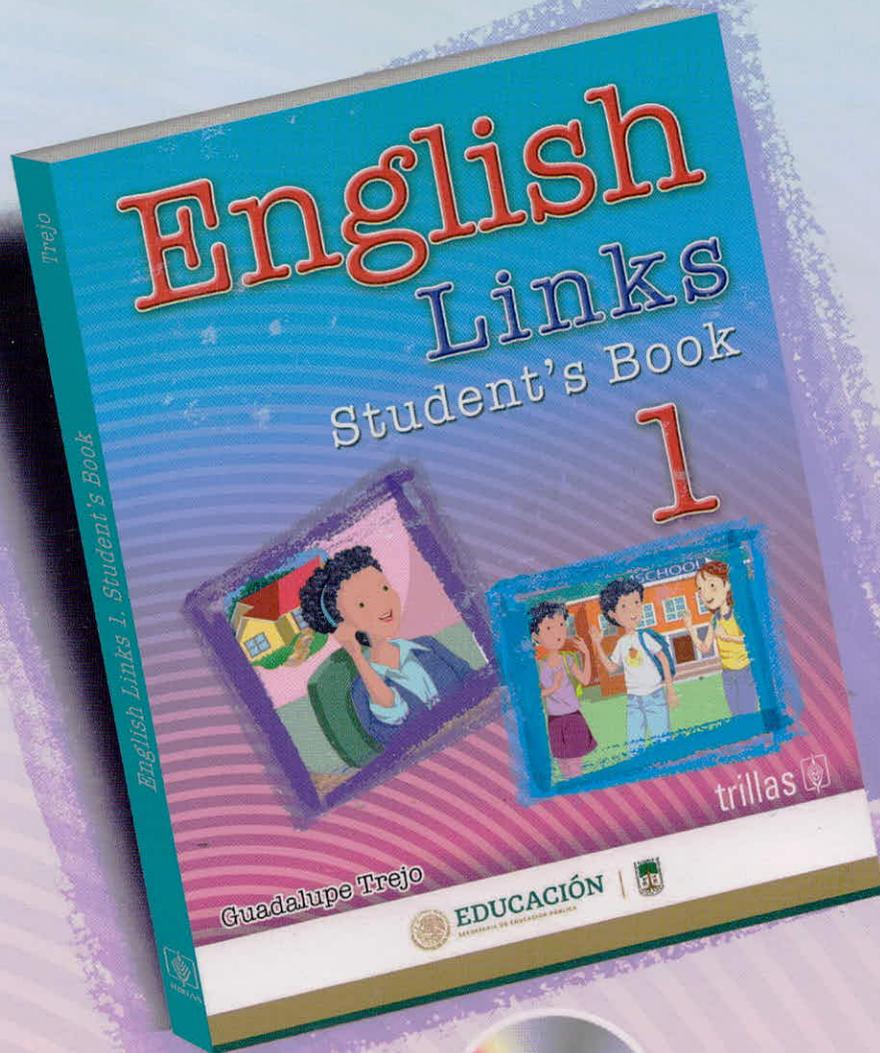


Teacher's Guide



Guadalupe Trejo



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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.

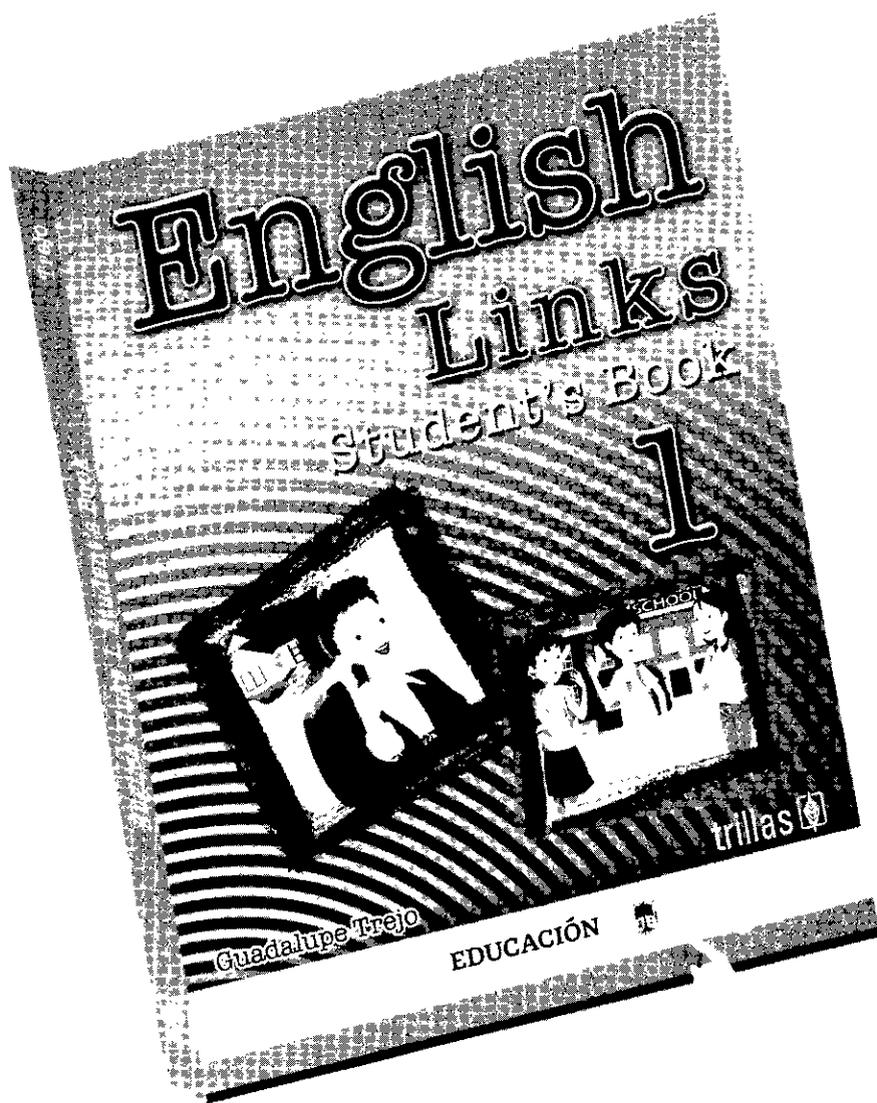
Esta Guía didáctica contribuirá también a su formación docente, pues en ella encontrará recomendaciones metodológicas y disciplinares para generar mejores ambientes de enseñanza y aprendizaje de la lengua inglesa; además, cuenta con un disco que contiene modelos orales e imágenes fijas que le apoyarán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

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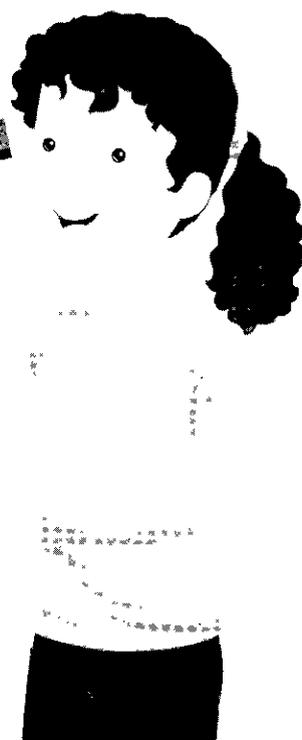
English
Links 1
Teacher's
Guide

Teacher's Guide



Guadalupe Trejo

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Preface

INTRODUCTION

Learning is not a simple accumulative process, it implies changes in the organization of knowledge which take place within an even greater reorganization in each stage of the cognitive development. Learning also enables us to interpret and transform reality actively.

Considering student's characteristics, their social and cultural background as well as the day-to-day contact they may have with a foreign language, it seems, that merging the different language learning approaches is still the most effective way of teaching languages. Nevertheless, we believe that the following considerations are necessary:

a) Language is the most complex and abstract form of representation. Its goal is for objects or events to be represented and symbolized. It is acquired within the limits of a socially defined system. Most of the rules of language gain meaning bit by bit.

b) Learning depends on the preexisting *cognitive structures*. By cognitive structures, we mean a group of concepts, ideas and structures that an individual may possess in any given field of knowledge. Everything a person learns, acquires meaning when he / she is able to somehow connect it to what he / she has already acquired. Learning demands the student's active participation at a cognitive level in order to create and transform knowledge.

c) For pedagogical reasons, language has been traditionally fragmented into parts that were studied and practiced in isolation, with the underlying belief that by studying the parts of the system, a student would be able to "recreate the complete picture".

d) In the beginning, the acquisition of a language (L1 or L2), depends on memorizing and imitating words and grammatical structures that allow the student to start using language with social interactions: Stories, dialogs, language functions, poems, songs, rhymes and riddles are excellent tools to develop further communicative skills.

e) Playing is the activity that best defines childhood and adolescence; it entails making, creating, handling and building that allow the student to represent his / her experiences. Therefore, learning involves playing.

The role of the teacher is basic during the foreign language acquisition process; it leads students to

approach an unknown language within their cognitive, affective and social frame. So, teachers need to:

- a) Create a need and a desire to communicate in the foreign language.
- b) Expose students widely to a varied, meaningful, contextualized and language-rich input.
- c) Organize the learning environment considering activities in which the characteristics of *social practices of the language* are preserved and in which there are enough opportunities for students to participate.
- d) Provide opportunities to use language creatively and experiment with it receiving feedback.
- e) Promote meaningful interaction through the use of language.
- f) Evaluate students' achievements considering that each one learns at a different rhythm and that language learning is a gradual, ever-developing task.

ADOLESCENCE

Adolescence is one of the most difficult periods in the human development. It implies deep changes that usually affect the adolescent, his / her parents and the persons that surround him / her. It typically describes the years between ages 13 and 19 and can be considered the transitional period from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the puberty or "teen" years (ages 9 through 12).

Adolescence can be a time of both disorientation and discovery. This transitional period can bring up issues of independence and *self-identity* which struggle all the boys and girls at that age; many adolescents and their peers face tough choices regarding schoolwork, *sexuality* and *social life*. Peer groups, romantic interests, and appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood.

Early adolescence, has been described by different psychologists as "The Wonder Years," as a time of spectacular growth and change for young people. Parents wonder if they will survive their child's journey through puberty; middle grade

teachers wonder how to keep their students focused on learning, and young adolescents themselves wonder if they are normal. Yes, these are the wonder years!

Teachers of middle grade students need to be knowledgeable of the varied developmental characteristics of young adolescents so that they can design instruction and classroom management strategies that address these ongoing changes, in order for them to support and capitalize on these characteristics. Recent neuropsychological findings from the brain research may support the following strategies:

a) Teachers can use to hold the attention of young adolescents to design lessons that include a full range of sensory motor experiences, including music and emotion. Engaging the senses and emotions will increase students' attention span and memory abilities.

b) Another strategy is to build lessons using inquiry or problem-based learning in which students are encouraged to ask questions that interest them after the lesson is framed in terms of essential questions or problems to resolve.

c) Strengthen connections in the brain through asking students to write reflectively every day. This gives time for them to consolidate learning and seek meaning between various activities. Students should also be encouraged to use peer collaboration and cooperative learning at this age to take advantage of the great range of academic and social maturities while developing group problem solving skills.

d) Allowing for student choice and making lessons relevant to the interests of young adolescents will engage students in learning while addressing their need to show independence.

e) Appropriate lessons for early adolescents also need to provide opportunities for movement and physical activity because there is a developmental reason young adolescent students fidget and are unable to sit still — various bones including the tailbone are hardening, making it uncomfortable for them to sit for long periods of time.

ENGLISH LINKS

English Links is a methodological proposal specifically designed for adolescents who are learning English as a foreign language in Mexico. It considers cognitive, emotional and social processes of students according to their age as well as the social and cultural characteristics of our country.

The methodological proposal is organized in a *Learning Package* that includes the following components:

- *Student's Book*.
- *Reading Book*.
- *Teacher's Guide with CD*.

English Links Learning Package was specifically created to meet the growing demands of a rapidly changing world in which knowing English is of great importance. The material in it has been written taking into account the needs and interests of adolescent students, as well as the needs of teachers and schools from our country.

TEACHER'S GUIDE

There is a series of activities and tasks that allow the teacher to organize the achievements and teaching guidelines in different ways, in order to work around the *social practices of the language* included in each of the 10 units. *Social practices of the language* are referred to meaningful interactions for students at this age: themselves, their family, their friends and their surrounding world. The focus of the activities and tasks is on the practice needed to interpret and produce oral and written texts. Thus, activities and tasks are organized in the following way:

Lead in Section. This section offers students a series of activities that usually introduce them into the topic they will be working with along with the different linguistic tasks to be developed throughout the lesson.

Practice Link Section. The activities and tasks included in this section are organized around a listening or reading text that serves as input to develop meaningful proposals. They involve the type of scenarios that students need to engage in, so as to participate effectively in the *social practices of the language*. They serve to model how to learn and stay close to processes involved in interpreting and producing texts. Most of these activities and tasks include oral and written practice as well as reflection from transcripts of the recorded material for each Unit.

Checking Link Section. This section includes scenarios that refer to concrete activities designed to help students notice language patterns. The type of proposal will very much depend on the language involved, as well as on the input that learners receive and are therefore, not pre-established. However, some of them are suggested in the previous sections or as part of the work performed with the **Reading Book**. Many of these activities are assigned for continuous evaluation (**Portfolio**) or as homework tasks.

Wrap Up Section. This activity or task type refers to schemes designed to integrate and use knowledge in personal situations. Students are asked to create texts and share them with their classmates.

There are three complementary sections at the end of the Wrap Up Section. They are: **Check Back Section**, **Product Section** and **Culture Link Section**.

The first one, includes a series of activities and tasks that provide a review of the functions (social practices of the language) and linguistic - social competencies dealt throughout the unit. The second one, determines and organizes the achievements and teaching guidelines of each Unit. In the **Product** section, students are exposed to different tasks in which they have plenty of opportunity to work with the *social practices of the language* in order to build the necessary tools to accomplish an "active result" at the end of the Unit. The third one, offers diverse opportunities for students to learn about communities whose native language is English.

Evaluation is a continuous process. It implies different actors: The student and the teacher, in first place. So, students will perform different activities in order to be responsible of their own process: They will have two instruments to help them. Four to evaluate their own learning process (given by the teacher from the Teacher's Guide Evaluating Section). There are specific activities which require performance evaluation. Either the Student's Book or the Reading Book pages indicate the use of the Oral Performance page or the Dialog page. The other will be developed throughout the school year with everyday evidences included in their portfolio.

Teachers are supposed to accomplish the activities and tasks provided in the lesson, if possible. Each of the *Student's Book* pages corresponds to the work of a day, considering that students have three English sessions a week (45 minutes each).

ENGLISH LINKS STUDENT'S BOOK

The *Student's Book* is divided into 10 units. Each unit is developed around a topic. Each of the units contains four lessons. After the four lessons, there are three sections called **Check Back**, **Product** and **Culture Link**.

The activities and tasks in the lessons give students the opportunity to be exposed to the language they are learning, construct its meaning and study its rules. Later, they will have the chance to incorporate all that in a freer way. **ENGLISH LINKS** also shows students that learning is not an individual process. It implies

establishing relationships with partners, small groups and "others" outside the classroom.

ENGLISH LINKS CD

It includes the Tracks students will be working with throughout the lessons of the units. It also includes 10 images, one per unit, that you can show to the class in order to help students identify elements of a lesson easier.

English Links Reading Book is a reading anthology that contains 10 fiction and non-fiction reading texts related to these environments:

- Family and Community.
- Literary and ludic.
- Academic and educational.

Each of the reading texts offers students the opportunity to access to adapted texts which will help them get in touch with different types of written material. At the end of each story, students will find comprehension activities that will help them work with the texts in detail. There is also a reference to the story in turn, in one of the lessons of each unit.

ENGLISH LINKS STUDENT'S BOOK

The Student's Book is divided into ten units with four lessons each. There is an activation activity followed by a listening or reading one, with the purpose of offering students the opportunity to experience the language more naturally. They are also offered other activities and tasks that may help them use the language through social practices of the language in semi-real and imaginative contexts. Students will also find a chance to transfer the abilities they have acquired to other contexts and situations as well as to develop specific pre-products related to the final product.

Each lesson also contains recommendations on how to use other elements that include the **ENGLISH LINKS 1** proposal: The **Reading Book**, the **CD** with tracks (listening dialogs and texts) plus images, the **Remember** Section, the **Glossary**, the **British-American** English Reference, the **Portfolio** Section and the **Evaluation** Instruments that accompany the work both teachers and students will do.

The **Reading Book** is a reading anthology that contains 10 fiction and non-fiction reading texts.

Each of them offers students the opportunity to access adapted reading material which may motivate them to get in touch with different types of written stuff. At the end of each text, students will find the **Action Links** Section that will encourage them to work with the texts in detail along with a chance to connect what they have read with the product they are working with at the end of each unit.

The **CD** includes the tracks students will be working with throughout the lessons of the units. It also includes 10 images, one per unit, that you can show to the class in order to help students identify elements of a lesson easier.

It is important to mention that some of the tracks included in this Teacher's Guide can not be heard in the **CD**. You will find a logo that indicates the track was not recorded, so you should read the text from this Guide aloud for your students.

Throughout the lessons, students will find different sections with specific purposes:

- A **Glossary**, which highlights difficult words from reading passages or dialogs and offers their meaning in Spanish to make understanding texts an easier process.
- A **British - American** English Reference, that highlights words that might help students get used to the main ways and accents English is spoken.
- A **Remember** Section, which highlights grammatical points and their reference according to the way it is being used in a specific context. Students will sometimes find a logo that will link them with the Language Links Section at the end of their Book; in this way, they can get further information about specific language points.
- A **Homework** Reference, that offers extra activities for students to perform at home. Such

activities usually encourage students to enlarge the language knowledge and usage they have been acquiring in class.

- A **Portfolio** Section, which offers students the opportunity to become an active participant in their learning process and corresponding assessment. Students are expected to put samples of their written work, teaching notes, checklists, self-reflection and samples of products in their portfolios and to register their work in the printable attached page.

There is a review lesson per unit, called **Check Back** Section which serves to reflect on what you studied during the unit. You will work on specific activities and tasks that may help you know how much you have learned and what difficulties you face in your communicative process.

There is also a **Product Section** which is **the most important element in the proposal of ENGLISH LINKS 1**. It both determines and organizes the work one does to get the competencies necessary to become an independent learner. Each lesson will provide students with communicative activities and tasks developed from listening and reading texts in order to help them practice the language in a natural and organized way which will lead you to develop the Product at the end of each unit. The activities which are considered helpful so as to develop abilities to make one's Product are highlighted with an arrow that indicates the words: Product.

Another section called **Culture Link** includes extension activities around specific topics within communities that speak English. Learning a foreign language also provides a view of other cultural traditions. In different ways, traditions help shape a language. So, enjoy this section and look for additional information about other cultures whenever you find it possible.

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The following icons will help you understand the instructions in your book:



Listen to the track

Track



Homework



The activity will help you work with the Final Product.



Work in groups



Keep your work in your portfolio



Reference to reading text in your Reading Book.



Work in pairs



Reading Book



Reference to the Language Link pages for further information.



Cognitive reference to help you work with the Product

Foreign Language. English

CO 1	CO 2	Achievements	Teaching Guidelines	Assessment Recommendations
Family and Community	Unit 1 (A) Exchange views of a community service. (B) Exchanges associated with specific purposes.	<ul style="list-style-type: none"> Listen and revise dialogs about community services 	<ul style="list-style-type: none"> Offer students a variety of activities with which they can: <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. 	<ul style="list-style-type: none"> Collect evidence such as: <ul style="list-style-type: none"> Table with information about a community service. List of questions and answers to ask for and give information. Final product: Role play. Suggested evaluating instrument: <ul style="list-style-type: none"> Evaluation rubric
		<ul style="list-style-type: none"> Get the main idea. 	<ul style="list-style-type: none"> Guide students for them to be able to: <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. Identify use of words and expressions that contain ideas (e.g. <i>if, then, and, because, etc.</i>). Detect key words. Determine the structure of dialogs: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.) 	<ul style="list-style-type: none"> Collect evidence such as: <ul style="list-style-type: none"> Chart with sentences to compose dialogs. Script with dialogs. Final product: Script for a silent short film. Suggested evaluation instrument: <ul style="list-style-type: none"> Anecdotal notes
		<ul style="list-style-type: none"> Exchange information about community services. 	<ul style="list-style-type: none"> Provide information and help students learn how to: <ul style="list-style-type: none"> Select appropriate repertoires of words and expressions. Determine language register according to intended audience. Fluently take turns to speak. Include relevant details and interesting information. Formulate and respond questions to ask for and give information. Consult notes to remember information that is necessary to know. Confidently and appropriately participate in brief dialogues. Monitor their progress regarding an initial point. 	
	<ul style="list-style-type: none"> Revise silent short films. 	<ul style="list-style-type: none"> Use activities that allow students to get involved to: <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 cinema as a mean to reflect on emotions and experiences, people and their culture. 		
Unit 2 (A) Exchanges associated with media. (B) Compose dialogs and interventions for a silent short film.				

CO 1	CO 2	Achievements	Teaching Guidelines	Assessment Recommendations
Family and Community		<ul style="list-style-type: none"> • Understand the general sense and main ideas. 	<ul style="list-style-type: none"> • Supervise and support for students for them to be able to: <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. 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – List of preferences with likes and dislikes. – Questions and sentences. – Final product: dialog about likes and dislikes. • Suggested evaluation instrument <ul style="list-style-type: none"> – Evaluation rubric.
		<ul style="list-style-type: none"> • Write lines and dialogs. 	<ul style="list-style-type: none"> • Encourage students for them to be able to: <ul style="list-style-type: none"> – Propose sentences to complete lines and dialogs. – Briefly justify the choice of sentences for a dialogs. – 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 (<i>e.g. You may..., It might... , etc.</i>) – Order sentences into sequences to form dialogs. – Adjust verbal and non-verbal language according to a specific audience. – Adequate volume and speed. – Register lines and dialogs in a script format. – Perform dialogs. 	
	Unit 3 (A) Exchanges associated with information of oneself and of others. (B) Exchange compliments, likes and dislikes in an interview.	<ul style="list-style-type: none"> • Listen to and revise likes and dislikes in the dialogs of an interview. 	<ul style="list-style-type: none"> • Show students a variety of examples for them to understand how to: <ul style="list-style-type: none"> – Value dialog and language as a mean 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. 	
		<ul style="list-style-type: none"> • Understand general sense and main ideas of dialogs. 	<ul style="list-style-type: none"> • Describe and make explicit to students the different ways in which then can: <ul style="list-style-type: none"> – Anticipate the general sense and main ideas. – Recognize the structure of dialogs (opening, body and conclusion) to determine the function of lines (<i>e.g. interruption, confirmation, etc.</i>) – 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 (<i>e.g. My favourite team is / are</i>). – Identify words used to connect ideas. 	
		<ul style="list-style-type: none"> • Express compliments, likes and dislikes in written dialogs. 	<ul style="list-style-type: none"> • Think out loud for students to understand how to: <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. 	

		<ul style="list-style-type: none"> Express compliments, likes and dislikes in a dialog. 	<ul style="list-style-type: none"> Provide students information that allows them to: <ul style="list-style-type: none"> Take roles as interviewer and interviewee, with and without the help of a script. Use expressions to make time to articulate spontaneous answers (<i>e.g. hmm, that is an interesting question, etc.</i>). Use question tags to request confirmation (<i>e.g. You used to be... didn't you?</i>) Compose sentences that include like (<i>e.g. I like...</i>) to express likes and dislikes Use stranded prepositions to offer details (<i>e.g. The place they went to..., etc.</i>). 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. 	
<p>Family and Community</p>	<p>Unit 4 (A) Exchanges associated with the environment. (B) Agree with others a travel itinerary.</p>	<ul style="list-style-type: none"> Seek and consult information. 	<ul style="list-style-type: none"> Coordinate actions and activities in which students can: <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 	<ul style="list-style-type: none"> Collect evidence such as: <ul style="list-style-type: none"> List of ideas and proposals. Notes with data and information that support proposals and ideas. Comparative table. List of agreements. Final product: Itinerary. <p>Suggested evaluation instrument:</p> <ul style="list-style-type: none"> Questionnaire.
		<ul style="list-style-type: none"> Compare pros and cons of ideas and proposals. 	<ul style="list-style-type: none"> Support and guide students to: <ul style="list-style-type: none"> Contrast advantages and disadvantages using graphic material. Add data to viable proposals and ideas. 	
		<ul style="list-style-type: none"> Build arguments to defend ideas and proposals. 	<ul style="list-style-type: none"> Motivate and give models to students for them to: <ul style="list-style-type: none"> Analyze reasons of proposals and ideas. Use connectors to link reasons and data to build arguments. Analyze expressions and strategies of persuasion (<i>e.g. 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 (<i>e.g. I'm looking forward to... don't you agree? That's not good, It sounds fantastic, etc.</i>) 	
<p>Recreational and Literary</p>	<p>Unit 5 (A) Literary expression. (B) Read classic tales.</p>	<ul style="list-style-type: none"> Select and revise classic tales. 	<ul style="list-style-type: none"> Provide students with a variety of opportunities for them to be able to: <ul style="list-style-type: none"> Propose realistic learning goals. Recognize textual and graphic organization. Identify author(s). Activate previous knowledge about narration elements. Recognize topic, purpose and intended audience. 	<ul style="list-style-type: none"> Collect evidence such as: <ul style="list-style-type: none"> List with key events. Dialogs about the comprehension of a tale. Rewritten sentences. Final product: Big Book.



CO 1	CO 2	Achievements	Teaching Guidelines	Assessment Recommendations
Recreational and Literary	Unit 5 (A) Literary expression. (B) Read classic tales.	<ul style="list-style-type: none"> Understand general sense and main ideas. 	<ul style="list-style-type: none"> Show students various models for them to understand how to: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Suggested evaluation instrument: <ul style="list-style-type: none"> Descriptive valuation scale.
		<ul style="list-style-type: none"> Compare variants of pronunciation and writing. 	<ul style="list-style-type: none"> Make explicit to students some strategies and resources that allow them to: <ul style="list-style-type: none"> 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.). 	
		<ul style="list-style-type: none"> Express key events orally. 	<ul style="list-style-type: none"> Give students a variety of proposals for them to be able to: <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...? Who was the first...? When did she...?</i>) Express in progress and past actions (e.g. <i>They were... They had not/hadn't been... watching, etc.</i>) 	
		<ul style="list-style-type: none"> Rewrite key events. 	<ul style="list-style-type: none"> involve students in a variety of activities for them to be able to: <ul style="list-style-type: none"> Remember and use repertoires of words and expressions. Rewrite sentences and key events. Sequence events. 	
	Unit 6 (A) Recreational expression (B) Produces constructive forecasts about others.	<ul style="list-style-type: none"> Revise samples of written forecasts. 	<ul style="list-style-type: none"> Provide samples of forecasts and make links with students, previous knowledge for them to be able to: <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 (<i>will, shall, be + going to</i>). Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.). Compare sentences with future, past and/or present verb forms. 	<ul style="list-style-type: none"> Collect evidence such as: <ul style="list-style-type: none"> List with future situations. Sentences describing future situations. Constructive dialog about own and others' forecasts. Final product: Forecasts Suggested evaluation instruments: <ul style="list-style-type: none"> Anecdote
		<ul style="list-style-type: none"> Listen and identify ways to express future actions. 	<ul style="list-style-type: none"> Provide models of forecasts to students and encourage them to: <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. 	
<ul style="list-style-type: none"> Formulate and respond questions to understand forecasts. 		<ul style="list-style-type: none"> Create the necessary conditions for students to learn, in a ludic way, how to: <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. 		

		<ul style="list-style-type: none"> • Write sentences that express future to create forecasts. 	<ul style="list-style-type: none"> • Foster a collaborative atmosphere between students and guide them to understand different ways to: <ul style="list-style-type: none"> – Extend repertoires of words to express future. – 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 and punctuations, in pairs. 	
Recreational and Literary	Unit 7 (A) Understanding oneself and others. (B) Read comics to discuss cultural expressions.	<ul style="list-style-type: none"> • Select and revise comic strips in English. 	<ul style="list-style-type: none"> • Share your own experience as a reader with students and direct students' attention for them to understand how to: <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. 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> – Notes with ideas and beliefs expressed in in a comic strip. – Comparative chart. – Final product: discussion
		<ul style="list-style-type: none"> • Interpret content in comic strips. 	<ul style="list-style-type: none"> • Foster a positive and warm atmosphere that guarantees students' confidence to: <ul style="list-style-type: none"> – Analyze the function of comic panels, speech bubbles, sound effects / onomatopoeias, etc. – 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. – Identify and share reactions (ideas and beliefs) to a text. – Compare own ideas and beliefs with those represented in comic panels and texts. – Value cultural diversity. 	<ul style="list-style-type: none"> • Suggested evaluation instrument: <ul style="list-style-type: none"> – Self-evaluation and peer evaluation card.
	<ul style="list-style-type: none"> • Exchange opinions about cultural expressions in a discussion. 	<ul style="list-style-type: none"> • Foster and guide students for them to be able to: <ul style="list-style-type: none"> – Recognize ideas and take a stand. – Defend own ideas with arguments based on evidence (e.g. facts, examples and data). – Question stands based on common sense opinions (e.g. <i>Why do you say that? Really? Don't you think that...?, etc.</i>). • Make use of enough demonstrations and examples for students to be able to: <ul style="list-style-type: none"> – Express points of view and acknowledge the interlocutor's answer (e.g. <i>That's what I think. What about you? / We'd love to have your opinion, etc.</i>). – Make preferences explicit. – Use examples to clarify confusion (e.g. <i>What I mean is that. / For instance / Let me show you, etc.</i>). – Make questions based on what the interlocutor said (e.g. <i>This a great scene with so many details / What kind of details, exactly?, etc.</i>). 		

CO 1	CO 2	Achievements	Teaching Guidelines	Assessment Recommendations
Academic and Educational	Unit 8 (A) Interpretation and follow-up of instructions. (B) Write instructions to use a bilingual dictionary.	<ul style="list-style-type: none"> Select and revise bilingual dictionaries. 	<ul style="list-style-type: none"> Monitor the progress of students and intervene for them to be able to: <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. Locate sections assigned to each language. Identify entries and subentries Understand the use of numbers and special characters. 	<ul style="list-style-type: none"> Collect evidence such as: <ul style="list-style-type: none"> Table with classified words. Sentences. Final product: Instructions to use bilingual dictionaries. Suggested evaluation instrument: <ul style="list-style-type: none"> Questionnaire.
		<ul style="list-style-type: none"> Understand the use of textual components of bilingual dictionaries. 	<ul style="list-style-type: none"> Give students opportunities to take decisions regarding what actions to carry out to manage to: <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 in abbreviations. Understand instructions to use a bilingual dictionary. 	
		<ul style="list-style-type: none"> Write instructions. 	<ul style="list-style-type: none"> Give students opportunities to write for their own audience and, when doing so, help them to: <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. 	
		<ul style="list-style-type: none"> Edit instructions. 	<ul style="list-style-type: none"> Promote the development and reflection on processes for students to be able to: <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. 	
	Unit 9 (A) Search and selection of information. (B) Write notes to elaborate human body systems	<ul style="list-style-type: none"> Revise and understand information about the human body systems. 	<ul style="list-style-type: none"> Allow students to participate in the planning of activities which help them to: <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. 	<ul style="list-style-type: none"> Collect evidence such as: <ul style="list-style-type: none"> Descriptions of a system. A system diagram. Dialogue based on questions and answers. Final product: Notes for a human body system diagram. Suggested evaluation instrument: <ul style="list-style-type: none"> Checklist.
		<ul style="list-style-type: none"> Propose and answer questions about the human body systems. 	<ul style="list-style-type: none"> Provide examples and models regarding ways of using cognitive strategies and communicative skills to learn how to: <ul style="list-style-type: none"> Extend repertoires of words and expressions. Make and answer questions to describe components. Use demonstrative determiners, verb forms (passives, participles) and adjectives (comparative and superlative) in questions and answers. Reflect and act for the own and others' physical benefit. 	
<ul style="list-style-type: none"> Write notes to describe human body systems. 		<ul style="list-style-type: none"> Help 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 students for them to be able to: 		

Academic and Educational			<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. - Organize terms and descriptions in tables. - Establish a number of descriptions based on illustrations. - Order sentences to compose notes and relate them to pictures. 		
		<ul style="list-style-type: none"> • Edit diagrams in teams and with the guidance of the teacher. 	<ul style="list-style-type: none"> • Allow students to discuss their own texts and give feedback for them to be able to: <ul style="list-style-type: none"> - Promote respect and collaboration in school work. - Value the use of punctuation marks and standard spelling. - Spot and clarify doubts. - Take off or add information to improve their notes. - Adjust language according to purpose and intended audience. 		
	Unit 10 (A) Exchanges associated with specific purposes. (B) Present information about linguistic diversity		<ul style="list-style-type: none"> • Select information. 	<ul style="list-style-type: none"> • Give students time to reflect on how to learn to: <ul style="list-style-type: none"> - Formulate questions to guide their search for 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.). 	<ul style="list-style-type: none"> • Collect evidence such as: <ul style="list-style-type: none"> - Investigation questions. - Criteria to select information. - Notes with information that responds questions. - Graphic support. - Final product: Oral presentation. • Suggested evaluation instrument: <ul style="list-style-type: none"> - Descriptive valuation scale.
			<ul style="list-style-type: none"> • Read information. 	<ul style="list-style-type: none"> • Promote reflection on how to use students' knowledge about the use of language for them to learn to: <ul style="list-style-type: none"> - Define purposes for reading. - Relate previous knowledge to the text. - Detect frequently used words to anticipate general sense. - Use reading strategies (e.g. Determine the most important information of the text, reread information, infer implicit information, etc.). 	
			<ul style="list-style-type: none"> • Rehearse giving a presentation. 	<ul style="list-style-type: none"> • Inspire confidence and security in students for them to be able to: <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 students to practice giving presentations. 	

CO 1	CO 2	Achievements	Teaching Guidelines	Assessment Recommendations
		Give a presentation.	<ul style="list-style-type: none"> • Generate the necessary conditions to create an kind atmosphere in which students feel confident enough to be able to: <ul style="list-style-type: none"> - Make explicit references to the topic and questions of the investigation (<i>e.g. I would like to add...</i>). - Combine oral interaction with graphic resources and the use of notes to aid their memory. 	
			<ul style="list-style-type: none"> - Use expressions to bring up a topic (<i>e.g. As I was saying...</i>). - Summarize or extend information to clarify ideas (<i>e.g. Finally...Let me say something else ... etc.</i>). - Invite the audience to formulate questions or make comments (<i>e.g. Now, have your say. Any doubts?, etc.</i>). - Confirm or clarify ideas (<i>e.g. Are you saying...?, Do you mean that...; etc.</i>). - Consolidate their strengths in the use of English. 	



Unit 1 • Our Neighborhood

Lesson 1. A New Neighborhood

Student's Book, p. 14

Lead in



1. Look at the pictures and identify the places. Then, listen and number them.

Track 1

You should have students take a look at the pictures on page 14 and describe them. Motivate the class to listen to the audio and number the places according to the Track.

Track 1

1. This is a bank.
2. This is a supermarket.
3. This is a park.
4. This is a library.
5. This is a sports club.

Practice Link



2. Describe the pictures above.
Then answer: **Is there a bank/park in your neighborhood?**

Write the word: *Library* on the board, so you can model the question: *Is there a library in your neighborhood?*, and name a student to answer. Repeat the procedure with: *Bank/park*. Encourage volunteers to say where these places are. Then, organize students in pairs and encourage them to practice different conversations using the places from Activity 1. Finally, invite a pair or two to share their conversations by with the rest of the class.

Answers:

Bank -1/supermarket - 2/park -3/library - 4/sports club - 5/bank.

3. Order the letters and label the pictures with the words you find.

As a suggestion: Write the names of some places from the neighborhood on the board, but scramble

them (e.g. *knab* instead of *bank*). Invite students to unscramble the words from Activity 3 and write them using the correct spelling.

Answers:

supermarket/sports club/library/bank/park.

Checking Link



4. Read and match. Then, ask questions about these places, including the words in the box.

One possibility: Write on the board the sentence: *If you need to read a book...* Name a student to say the place where you can read a book. Help him/her say: *You should go to the library if you need to read a book.* Have students match the columns using the provided information. Check answers as a group.

Afterwards, have students work in pairs and practice different conversations using the places from Activity 1. Monitor the activity and correct when necessary.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Listen and Write. You can organize the class in two teams. Mention something you need, or want: *I need / want to buy some vegetables. Where should I go?* Explain that if a team member knows the answer, he/she should go to the board to write it down. If the word is correctly spelled, the team gets a point. Follow the same procedure with the rest of the places and determine which team wins.



5. Ask a friend about 8 services in your neighborhood and make a list with them. Compare your list with that of a partner's.



Student's Book, p. 15

Lead in



Track 2

6. Listen to the conversation and perform the following tasks.

- Who are talking in the dialog? What are they talking about?
- Who is Nina? How old do you think she is? How do you know?

- What sounds can you hear? Where do you think they are?
- What is the policeman's attitude? What do you think about his attitude?

You should read the questions aloud, explain and make sure that all the students understand their meaning. Then, play Track 2 and ask the students to listen to the recording twice. Elicit answers from them and encourage the group to elaborate on their answers.

Answers:

Nina and a policeman. / About the services there are in the neighborhood. / A teenager. / 12. / Cars and trucks. / In the street. / He's calm; he's nice

Track 2

NINA: I'm new in the neighborhood, sir. Can I ask you some questions?

POLICEMAN: Sure.

Nina: What type of services do we have here?

POLICEMAN: Well, this neighborhood is a small community, but we have almost everything. There are three supermarkets and a mall, two schools, four banks and a Mexican market right on that corner. There's a big hospital on Main Street and the local library is just in front of the hospital. Ah!! There are two big parks as well.

NINA: Okay, okay... Are there any specific services for teenagers?

POLICEMAN: Well, we have a big sports club with lots of activities, a nice pathway for skateboarders next to one of the parks and some basketball courts in front of the other park... mmm... and our Recreation Center with all sorts of musical activities next to the library.

NINA: That sounds great! Thanks for the information, sir.

POLICEMAN: You're welcome, young lady.

Practice Link

- b) How many... are there in the neighborhood? Write the number. Then talk about the services.

As a suggestion: Read the words aloud to the students and ask them to spell them one by one, chorally and individually. Correct pronunciation when necessary.

Have them listen to Track 2 again and write the proper number in each case. Next, ask children to discuss their answers in pairs. After that, invite students to take turns to practice this question-answer circuit:

STUDENT A: How many supermarkets are there in the neighborhood?

STUDENT B: There are 3 supermarkets in Nina's neighborhood, but only 1 Mexican market.

STUDENT A: Thanks!

Answers:

3 supermarkets / 1 mall / 2 schools / 4 banks / 1 Mexican market / 1 hospital / 1 library / 2 parks

Checking Link

7. Read the dialog and find the meaning of the underlined words in a bilingual dictionary. Then, complete the blanks with words from the box.



Consider the following: Read the words in the box and invite students to tell you their meaning. Students can use L1 to explain meanings. Next, encourage students to read the conversation and look up for the meaning of the underlined words in a bilingual dictionary. Invite them to write the meaning of the words in their notebooks. Later, invite the students to complete the conversation, using the words from the box. Monitor the students and help them when necessary.

Answers:

services / said / sports club / play / library / parks / skateboard / want.



Track 3

8. Listen to Track 3 and check your answers. Then answer: Who is Jim? What is the relationship between Nina and Jim? How do you know? What's happening with them?

You can play Track 3 once students have finished answering Activity 7 and ask them to listen and check their answers. Then, organize the class in pairs so they can read the dialog taking turns

Answers:

Nina's brother. / They are family / Jim called Nina Sis. / They are new in the neighborhood.

Track 3

JIM: What do you know about the services in this neighborhood, sis?

NINA: I asked a policeman and he said nice and cool things.

JIM: Really? Is it better than Georgetown?

NINA: Yeah... I think it is. There is a big sports club where we can swim and play basketball. There is also a library nearby!

JIM: Are there any parks in the area?

NINA: Sure, Jim. There are two big parks, one of them with basketball courts and the other with a pathway for skateboarders.

JIM: How cool!! I will finally have an adequate place to skateboard. .

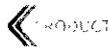
NINA: That's right, Jim. I think there are good services for teenagers in this neighborhood.

JIM: Let's tell mom and dad that we want to live here!

Wrap up



9. Ask some relatives for information about services for teenagers in your neighborhood as you did in Activity 5. Write a list of them. Then, exchange information about the services you found. See the dialog in Activity 7.



The following activity might help students use language in a communicative way:

How many? You can ask students to call out other places they may find in their neighborhood. Write students' ideas on the board. Then, choose one of the places students mentioned and ask a volunteer to ask: *How many... are there in your neighborhood?* Encourage different students to answer. *There are two grocery stores in my neighborhood.* Have different volunteers ask questions and include all the students in answering them.

Student's Book, p. 16

Lead in



10. Talk about the list you did for homework with your partner.

You should ask students to work with the lists they wrote for homework. Next, elicit some places from the

students and write them down on the board. Then, write: *There is a... where we can... but there isn't a... There should be one.* Model the description with the places students provided you with. Then, encourage them to work in pairs and create similar descriptions using the places from their lists. Finally, ask some pairs to share their work with the class.



11. Make groups of four students. Listen to Track 3 again and answer these questions. Then, read the dialog taking turns.

Before playing the Track, you may organize the class in groups of four students and ask them to read the questions aloud; make sure all of the students understand their meaning. Then, play Track 3 and have the students answer the questions.

Answers:

There is a big sports club with lots of activities. / A nice pathway for skateboarders next to one of the parks and some basketball courts in front of the other park, and a Recreation Center with all sort of music activities next to the library. / Yes, but the ones from the new neighborhood are better. / Nina likes to read books, play basketball and swim, and Jim likes to skateboard.

Practice Link



12. Look at the chart about services for teenagers and perform the following tasks.

As a suggestion: Ask students to look at the chart carefully and to describe the services. Help them say: *You can jog in Ivory Park. It opens at 6:00 a.m. and it's free!* Organize the class in pairs and have them perform the tasks:

- Talk about it. Then, ask and answer questions as in the examples.

You may first, ask the students the questions of the examples and have them answered collectively. Then, invite them to ask and answer questions with their partners. Monitor the students and help them when necessary.

- Say your opinion about the services.

As a possibility: Ask the students which activities they liked most and which ones they would like to practice if



they lived in this neighborhood. Afterwards, have them say some sentences as the ones in the box with their partners.

Checking Link



13. Use a separate piece of paper. Write ten questions about services. Then, ask a partner to answer your questions. Compare your questions and answers.



Wrap up

The following activity encourages communication. You can adapt it.

More Activities! Ask students to work in pairs and say which activities they can do in their neighborhood and which others they would like to do. Tell them to use their bilingual dictionary to find words they don't know in English. Then encourage them to write down the activities they can think of in their notebooks.

Lesson 2. We Like This School!

Activity Book, p. 17

Lead in



1. Look at the picture. Describe it and answer these questions.

- Where are these teenagers?
- What is their relationship?
- How do you know? What are they doing?

You might have students look at the picture and describe it. Then, encourage them to answer the questions. Motivate students to elaborate on their answers and to correct each other's errors in case they have them.

Practice Link



2. Listen and circle the correct letter in each case.

Track 4

One possibility: Before listening to Track 4, read the instructions along with the students and make sure they understand what they are expected to do.

Then, read the sentences for them. Check the activity together and ask questions about the recording: Have students identify the characters, what they are talking about and how the conversation ends.

Answers:

1. a 2. b 3. a 4. a 5. b.

Track 4

EMILY: Hi! Are you new at school?

NINA: Yes. We're from Indiana.

EMILY: Oh! Are you brother and sister?

JIM: Yes, we are twins. I'm Jim and she is Nina.

EMILY: I'm Emily. What grade are you in?

NINA: We're in 7th grade.

JIM: This is a big school. Ours was smaller!!

EMILY: I'm in 7th grade too. I'll show you around.

NINA: Thanks!

JIM: Where are the Middle School classrooms?

EMILY: On the first floor, look! That is the computer lab. It is in front of the Music Room. We can choose an instrument to play.

JIM: That sounds cool!

NINA: Where is the library?

EMILY: It is on the second floor, next to the principal's office.

NINA: Oh!, and the cafeteria?

EMILY: The cafeteria for Middle School students is on the right hand corner of the first floor, between the restrooms and the counselor's office.

JIM: The bell is ringing.

EMILY: Let's find our classrooms!

Checking Link

3. Look at the underlined words and find their meaning in a bilingual dictionary. Then, listen to Track 4 again and answer these questions.

Once students know the meaning of the underlined words you can have them give examples with them. Explain that *anxiety* and *surprise* are emotions we usually feel when we face new or unexpected situations. Afterwards, ask the class to listen to Track 4 again and answer the questions accordingly.

Answers:

- a) Students talking and the bell ringing.
- b) Nina, because she is new at school.
- c) Jim, because this new school is really big
- d) Emily greets Nina and Jim. They go to their classrooms.

Wrap up

4. Read the expressions below and talk about services in your school.

The following is a possibility to help students use language to accomplish the final product of the unit.

You should have three volunteers read the interactions in the two boxes; one will be Emily and two others will be Nina and Jim. After that, encourage students to talk about the services they have at school. Tell them to ask for the rooms and then, for the services. Next, organize the class in pairs so they can ask and answer questions as in the boxes.



5. You want to ask a partner his / her opinion about the services in your school. Write five questions; then, ask a partner about his / her opinion. Register the answers at the end.



Student's Book, p. 18

Lead in



6. Listen to Track 4. Identify the prepositions you hear and write them down in your notebook. Name places in your school using the prepositions.

You may ask students to work in groups of three students and read the dialog taking turns. Then, have them underline the prepositions they find and say their meaning in Spanish. Write the words: *on*, *next to*, *between*, *in front of* on the board and have students say them chorally and individually. Afterwards, invite volunteers to say sentences that describe where the classrooms in their school are.

Practice Link

7. Listen to Track 4 again. Look at the school map and write where each classroom is.

As a possibility: Ask students to look at the map carefully and to identify the numbers in the first and second floors of the building. Then, motivate them to listen to the conversation on Track 4 again and write where the classrooms are on the lines below the map. Encourage volunteers to reproduce the map on the board and to say where the classrooms are. Expect students to say: *The Computer lab is in front of the Music room.*

Answers:

1. Computer lab
2. Music room
3. Principal's office
4. Library.
5. Restrooms.
6. Cafeteria.
7. Counselor's office.

Checking Link



8. Ask and answer about the places in the map.

You can have students look at the map and ask questions about the classrooms first. Then, organize the class in pairs and ask students to practice the question-answer circuit.



9. Organize a tour around your school and look at the different classrooms and spaces it has. Then, make a map of your own school.

As a suggestion: Encourage learners to go around the school and look at the classrooms, offices and other places they find; take notes about them. Afterwards, ask them to use a separate piece of paper to draw a map that shows all the places from the school. Organize a show and tell session with the maps.

Wrap up

Read more •
Save Our Planet!



10. Read pages 5 to 18 and perform the following tasks:

- a) Use a bilingual dictionary to find the meaning of the words you do not know.

- b) Take turns to read the text with a partner aloud.
- c) Use your notebook to ask five questions about the text you read. Then, ask a partner answer your questions orally.

A possibility to help students work with the text:

You can introduce the **Reading Book** to the class. Encourage students to look at their book carefully. They should first look at the front page and identify its elements. Next, to the introductory page. Read it along with them and explain each part. Then, have learners look at the index and find the first story: *Save Our Playground!* Ask them to read pages 5 to 18 and complete the tasks.

Student's Book, p. 19

Lead in



Track 5

11. Listen and number the questions in the order they appear in the recording. Use numbers from 1 to 4.



- a) ____ How can I get to the library from here?
- b) ____ Where can I buy a city map?
- c) ____ Could you give me some information?
- d) ____ What time do libraries generally close?

You should ask students to say why Jim and Nina are new at school. Explain that they are going to listen to a conversation between a policeman and Nina because she wants to know where she can find a library. Then, read the questions aloud and explain when necessary. Play Track 5 pausing to give the students time to identify the order of the conversation. Check the answers collectively.

Answers:

- a) 3 b) 4 c) 1 d) 2

Track 5

- NINA:** Excuse me, I wonder if you could give me some information. I just got here from Indiana and this city is so big!
- POLICEMAN:** Of course, what would you like to know?
- NINA:** I'd like to know what time libraries generally close.
- POLICEMAN:** At six o'clock.
- NINA:** Could you tell me how to get to the nearest library?
- POLICEMAN:** Walk along this street and turn left at the corner. The library is in front of the hospital.
- NINA:** OK... and... where I can buy a map of the city?
- POLICEMAN:** At the library, for sure.
- NINA:** Thank you!
- POLICEMAN:** You're welcome.

Practice Link

12. Listen to Track 5. Read the questions below and find the meaning of the underlined words in an English-Spanish dictionary. Then, answer the questions with a partner.

- a) What noises can you hear?
- b) Was Nina polite when she asked for information?
- c) Was the policeman willing to answer Nina's questions? How do you know?
- d) Do you think it is better to be polite when asking for or giving information? Why?

As a possibility: Explain to students that they will to listen to Nina's conversation again so as to answer more specific questions. Read the questions aloud and solve any emerging doubts. Play Track 5 pausing to allow students time to answer the questions.

Answers:

- a) Horn blowing and people walking and talking.
- b) Yes.
- c) Yes. The policeman helped Nina with the information she needed.
- d) Yes. Because people are willing to help.

13. Listen to Track 5 and perform the tasks below. Ask your partner to help you correct your work.

One option is to explain that students will have to read the transcript from Nina's conversation with the policeman, so as to answer some questions and match columns with specific information related to the dialog.

a) Answer these questions:

Read the questions aloud and explain when necessary. Have students check their answers in pairs and then, check them together.

Answers:

Nina and the police officer. / Nina. / Nina wants to know at what time do libraries close. / Nina thanks the police officer for his help.



b) Match the columns

You can explain that we usually organize our thoughts and ideas when we want to solve a problem. Say: *Nina is new in the neighborhood and needs information about libraries and maps. So she asks a policeman and gets the information she needs.* Motivate students to find the way in which this conversation is organized. Write the stages on the board for students to visualize the information. Then, read the three statements and ask students to match them with the stages. Have students check their answers in pairs and then, check them as a group.

It is important to work with the **Remember!** Section: ask students to read it and to give examples that illustrate the information.

Answers:

Opening: Nina has just arrived from Indiana and needs information. Body: Nina needs information about libraries and city maps. Ending: Nina thanks the policeman for the information she got.

Checking Link



14. Listen to the dialogs from Tracks 4 and 5 and answer: Do they refer to community services? Which ones? What do they say about them? Next, revise the dialog you prepared for Activity 5. Answer the questions above.



You might model the following dialog in front of the class: Perform both roles. Write some cues on the board

for students to remember its order. Have them identify the stages of a conversation and invite two volunteers to reproduce a similar one.

TOURIST: Excuse me, sir. I wonder if you could give me some information.

POLICE OFFICER: Of course! What would you like to know?

TOURIST: Can you tell me how to get to the (Use any popular place near your school).

POLICE OFFICER: Of course! (Give instructions on how to get to the place you initially asked for).

TOURIST: Thank you!

POLICE OFFICER: You're welcome.

Wrap up

Reading Book
Save Our Playground

15. Read pages 5 to 16 and perform the following tasks:

- a) Use a bilingual dictionary to find the meaning of the words you do not know.
- b) Read pages 5 to 16 in silence.
- c) Work on the Reading Comprehension section in pages 17 and 18.

You can write on the board: *Save our playground!* Have students say what they remember about the reading. Then, ask the class to work with their Reading Book and complete the tasks required.

- a) Use a bilingual dictionary to find the meaning of the words you do not know.

You should help students use their bilingual dictionaries and look up for the words they don't understand. Encourage them to write the meaning of said words in their notebooks.

- b) Read the text pages in silence.

You can have students read in silence. Give specific time for them to perform the task. Afterwards, ask general questions regarding the pages they read.

- c) Work with a partner. Tell him/her what you read and then shift turns.



As a possibility: Have students read the story aloud. Ask them to correct each other's pronunciation. Invite them to take turns while reporting what they learn from the story.

- d) Work on the Action Links section, pages 17 and 18.

Focus students' attention on the tasks from pages 17 and 18 and ask them to answer the exercises. Monitor students' work and provide assistance when necessary. Check answers as a class. Ask students to elaborate on their answers.

Answers page 17:

1. Read and circle True or False:

- a) T b) F c) T d) F e) F f) T

2. Read and number: 5, 6, 2, 4, 1, 3.

Answers page 18:

3. Read the story "*Save the Playground!*" and answer the following questions: Collect and sell cans. / Write

to the Mayor. / Have a garage sale. / Start a recycling center at school. / Make products out of recycled materials. / Organize parties and sell food. / Organize a concert / Find former students and ask them to donate money.

4. Read the dialog and complete the tasks below: Modal verbs are: can / should / and might. We can find the modal verb "can" 4 times.

As a possibility: Ask students to tell you if they remember the places in the house Nina's mother mentioned. Then, read the words. From Activity 1 aloud and explain any word that the students don't understand. Explain that they will listen to the conversation again and say if the places are mentioned or not. Check the activity together.

Answers:

yard - yes / garage - no / supermarkets - yes / metro station - no / garden - no / mall - yes / bus stop - yes / school - no.

Track 6

SALES ASSISTANT: Good morning. Online Houses. How can I help you?

MOTHER: Good morning. I'm calling about The Sun House.

SALES ASSISTANT: OK. What do you need to know?

MOTHER: Does the house have a garden?

SALES ASSISTANT: No, it doesn't, but there's a yard with a grill to cook outside.

MOTHER: Are there any supermarkets around?

SALES ASSISTANT: Yes, there are three and there's a huge mall nearby.

MOTHER: Is there a Metro station nearby?

SALES ASSISTANT: No, but there's a bus station 5 minutes away and the service runs 24 hours.

MOTHER: Everything sounds great. I think I would like to see it.

SALES ASSISTANT: Do you want to make an appointment now?

MOTHER: Yes, please. We are staying in a hotel and we have to move as soon as possible.

SALES ASSISTANT: Oh! I see. Is tomorrow 10:00 a.m. all right for you?

MOTHER: Sure. See you then. Thanks! (cell phone hanging)

NINA: I'm not happy in Los Angeles, mom. It is not a better opportunity for us!

MOTHER: We are going to rent a house soon and everything will be better.

NINA: I miss my friends; I miss my school, it's not any better for me.

MOTHER: I know honey... I know.

Lesson 3. Losing Friends

Student's Book, p. 20

Lead in

Consider the following: Ask students if they have ever had to move from one place to another. Encourage them to enunciate the reasons and how they felt about the situation. Ask students to listen carefully to the conversation on Track 6. Then, ask students to tell you what they understood from the conversation.



Track 6

1. Listen to the conversation and circle the correct option in the categories below.

Practice Link

2. Read and write T for true sentences or F for false ones.

- a) Nina's mother wants to know if there is a garden in the house. _____
- b) There is a yard and a garden in the house. _____
- c) There's a huge mall near the house. _____
- d) There is also a supermarket nearby. _____
- e) The bus service runs 24 hours. _____
- f) Nina knew they were going to move to Los Angeles soon. _____

You can read the statements aloud and explain any word students don't understand. Play Track 6 again so students can write T or F in each case. Check the activity collectively, encouraging students to elaborate on their answers, if possible.

Answers:

- a) T b) F c) T d) F e) T f) T

3. Listen to the conversation in Track 6 again and answer the following questions.

- a) Who are talking in the dialog? Why are they talking?
- b) Is Nina's mother interested in The Sun House? Why? How do you know?
- c) Is Nina happy in Los Angeles? How do you know? How does she feel about her new situation?
- d) Would you react like Nina did if you were moving from your hometown? Why? What would you advise Nina to do?

You may organize the class in pairs and have them listen to the conversation on Track 6 again. Then, read the questions with them and have them answer each one. Discuss the answers as a class.

Answers:

- a) Nina's mom and the sales assistant - about a house for rent.
- b) Yes, because they are moving to LA.
- c) No, because she is crying - she's sad.

Checking Link



4. Ask and answer questions about the Sun House.

As a possibility: Ask children to enunciate the characteristics of the *Sun House* and write them down

on the board. Then, ask questions about them. Ask: Is there a yard in the *Sun House*? Is the *Sun House* near the supermarkets/bus stop? Expect students to answer the questions and then, introduce the question circuit in activity 4. Have students practice it and monitor their work.



5. Use a separate piece of paper.

Answer these questions:

What is the dialog from Track 6 about? Which are 3 main ideas you remember from the dialog? Which are 3 details you remember from the dialog?

Compare your answers with those of a partner's.



Wrap up

The following activity might be useful:

Taking Turns. Students can learn to be polite and allow each other to take turns. Discuss this briefly with students in their native language. Then, teach them these useful expressions: *It's your turn. It's my turn.* Have students play a game, from one of the previous lessons and reinforce the use of the expressions.

Student's Book, p. 21

Lead in



6. Look at the text below. Answer: What type of text is it? When can we use this type of text? Do you use it?.

You might ask students to tell you how they normally communicate with their friends and if they use e-mails to do it. Then, have them look at the e-mail text and identify its elements:

Who writes the e-mail? Who is the e-mail for? What is it about? Which addresses can you see? How does Nina start the e-mail? How does she end it?

Ask students to read the text and answer the questions.

Practice Link

7. Look at the underlined words in the text and find their meanings on the left side of the page. Read the e-mail and complete the tasks below.



- a) **Underline the linking words in the text: and, when, or, but, because, because of. Read the sentences with these linking words and came up with other sentences that use them.**

As a possibility: Explain that students should read the e-mail again and find the linking words mentioned in the instructions. Ask them to tell you what linking words are for and to give some examples. Check the activity together, encouraging students to elaborate on their answers, if possible.



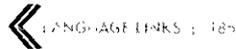
- b) Read the e-mail again and underline Nina's ideas about how to stay in contact with her friends. Then, think of more ideas and share them with other pairs.

One option: Remind students that: *can*, *should* and *could* are modal verbs: they are used to make suggestions. Write some examples on the board, so students can identify the use of these modal verbs.

Answers:

Miss - extrañar. / Forget - olvidar / Sneaked out - salimos. / Promise - prometer.

It is important to work with the **Remember!** Section: ask students to read the information and then ask: *Nina has a headache, Jim got a 5 in History, Emily lost a 50 dollar bill. What do you suggest each one to do?* Have students write the suggestions in their notebooks.



Checking Link



8. **Use a separate piece of paper. Pretend you are Kevin and write an e-mail to Nina, suggesting different possibilities to stay in contact with her.**

You can ask learners to pretend that they are Kevin and he wants to contact her. Then, elicit for different ways to stay in contact before they actually write the e-mail. Encourage students to read their e-mails to the rest of the class.

Wrap up

An alternative to end up the class:

E-mail Texts. Draw students' attention to the elements that need to be included in an e-mail, for instance:

Greeting, message, and farewell. Then, invite students to identify each element in their own e-mails.

Student's Book, p. 22

Lead in



9. **Look at the picture and discuss with a partner: Who are they? What are they doing? How do you think Jim feels? Why do you think he feels this way?**

You can help students look at the picture and identify the characters. Then, ask them to name the objects they can see. Motivate them to imagine what they are talking about, considering the expressions on their faces. Answers may vary considerably.

Practice Link



Track 7

10. **Listen and order the sequence of events. Use numbers from 1 to 6. Then, use your notebook to answer the questions below.**

- ___ Nina walked around the city with a map.
- ___ Nina and her family are in Los Angeles.
- ___ Nina suggests to take a walk with Mother and Jim.
- ___ Nina met a policeman who helped her find a library.
- ___ Jim wants to know how to move around in Los Angeles.
- ___ Mother offers Jim to walk around with him.

- a) What noises can you hear?
- b) Does Jim like his new city? Why? How do you know?
- c) What does Nina think about the new city?
- d) What does Jim need? What does Mother offer Jim? What does Nina offer him?

You can explain to the students that they are going to listen to a conversation between Nina, Jim and their mom to learn what they were talking about in the picture they have just described. Ask learners to read the six sentences below the instructions and play Track 7; let students listen to the conversation and ask for general questions about it. Then, play the Track again, so they



can order the sentences from 1 to 6, and finally, have them answer the questions in pairs.

Answers:

3, 1, 6, 4, 2, 5.

- a) People talking, a hammer and a drill.
- b) No, because he doesn't know the city.
- c) That it is too big for her.
- d) He needs to know the city better. To walk around with him. To take a walk with their mom.

Track 7

MOTHER: How was your day, honey?

JIM: Awful, mom. I don't like this city!

MOTHER: And you, Nina?

NINA: I'm not sure. It is too big for me, but I like all the buildings, malls and people everywhere. I think I will get used to Los Angeles soon.

JIM: I won't! What am I supposed to do?

NINA: You could walk around with a map! It worked for me! You can also ask people about places; I talked to a police officer today and he helped me find a good library!

MOTHER: I can go with you, dear, if you want!

NINA: It's better if we three go together.

JIM: Ok I guess we can go tomorrow then!



11. Listen to Track 7 and answer these questions:

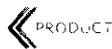
- a) How does the dialog begin? How does it end? What is the dialog about?
- b) Name three main ideas you identify in the dialog.

As an option: Have students remember the parts of a conversation they discussed previously: Opening, body and ending. Ask learners to read the transcript carefully and identify the parts of the dialog.

Checking Link



12. Use a separate piece of paper. Choose a service from the list in Activity 1 that you can find in your community. See your answers to the questions from Activity 5.



Next, answer these questions: *Where is the service located? What are the characteristics of the service? What is your opinion about it?* Then, work in pairs. Choose one of the two services you have and write a dialog. One of you asks for information about the service and the other provides it. Read your dialog to another pair, so they can identify the general meaning and the main ideas. Swap roles.

You might ask learners to read the transcripts from the indicated pages and underline the questions they can find. Monitor their work carefully and help them identify if the words start with a question word or with an auxiliary. If they are written in simple present or in simple past. After that, have students write the list of 10 questions about services in their area. Encourage students to read their questions to the rest of the class.

Wrap up

As a possibility to finish the class:

Writing Questions. You might have students work with their question lists in pairs. Draw their attention to the following details: *Did they use question words? Did they use any auxiliaries? Are they correctly used?* If they find errors, help learners correct them. Monitor students' work and assist them, if necessary.

Lesson 4. Visiting a Library

Student's Book, p. 23

Lead in



1. Discuss the following questions.

- a) Are there any public libraries in your area? Is there a library in your school? Do you usually go there?
- b) How do you borrow books from the library? What documents do you need to get a library card? Do you have one?

You might ask students to look at the picture in the first activity and say what place they think it could be. Then, write the word: *Library* on the board and ask your students if they have one available at school or if they have been to one in their area. Elicit for information about a library's regulations and ways to get a membership. Next, draw students' attention to



the questions in Activity 1. Answers may vary according to the context of the students.



2. Listen and complete with the words in the box.

Track 8

As a possibility: Read the words from the box aloud and say their meaning to the class. Explain to the students that they will listen to a description about how to get a library card. Play Track 8 and let students listen to the description. Ask comprehension questions regarding the text and play the Track again. Tell students that while they are listening to the description, they will have to fill in the spaces with words from the box. Check the activity collectively. Finally, organize the class in pairs, so they can read the description taking turns.

Answers:

Free - call / visit / document / ask / show / parent / parents / identification.

Track 8

Library cards are free for those who live in the area. In order to get a library card, you should first call the local library or visit their website to make sure you have the documents you need, like a driver's license. Then, you have to go to the library and ask about a card at the front desk. The person at the desk should give you an application that you must fill out. Once you fill out the application and show your identification, you can get a library card. If you are not yet sixteen years old, you must ask your parents to fill out the application for you and show their identification.

Practice Link

3. Listen to Track 8 again and order the steps to get a library card. Use numbers from 1 to 5.

One option: Have students remember the steps they must follow to get a library card. Write them on the board as they enuncia them. Then, ask learners to listen to Track 8 again and order the steps from 1 to 5. Check the answers as a class and have volunteers read the steps.

Answers:

4, 1, 5, 2, 3.



4. Read and circle the correct alternative. Then, give reasons for your choices.

- What noises can you hear?
- Does Jim like his new city? Why? How do you know?
- What does Nina think about the new city?
- What does Jim need? What does Mother offer Jim? What does Nina offer him?

You should write this paragraph on the board: *If you want to get a library card, you have to ask for an application form, you should collect the documents you need and your parents must show their identification.* Have students underline modal verbs: must, should and have to. Ask: *What is the meaning of each modal verb according to their context in the paragraph? Do they mean obligation? Do they express need? Which one implies the strongest obligation?* Then, ask learners to complete the activity's instructions.

Checking Link



5. Visit your school library and ask for the steps to follow if you want to get a library card. If there is not a library in your school, use the information from Track 8. Write the steps to get a library card.

It is important to remind students that libraries have rules, but also suggestions for the people who visit them. Invite students to visit their school library and ask for the steps to follow if you want to get a library card. Write them down in English using the modals *must*, *should* and *have to*.

Wrap up

An alternative to end the class:

Obligations at Home. Organize students in groups of four and ask them to talk about their obligations at home. Encourage them to use modal verbs. Ask: *Do you have obligations at home? What are they? Do you accomplish them?*

Student's Book, p. 24

Lead in



6. Look at the following sentences and answer the questions below them.

You may ask students to mention the steps they must follow to get a library card. Then, explain that they are going to read a few sentences about how to get one. Ask students to work in pairs and answer the provided questions. Encourage them to elaborate on their answers. Answers may vary.

It is important to work with the **Remember!** section: ask students to read it and to give examples that illustrate the information.



Practice Link



7. Talk about the steps to get a card at your school library. Use: *must*, *should* and *have to*.

Invite some pairs to come up front so they can talk about the topic. Correct them when necessary.

8. Look at Jim's library card and answer the questions below.

You can draw students' attention to the library card illustration and ask them to describe it. Have them identify the name of the library, the address, the phone number and the web page. Next, invite them to talk about Jim's information in the same way. Afterwards, ask who they think Penny M. Roberts is. Finally, have students read and answer the questions.

Answers:

- San Fernando County Public Library - California.
- 8991320123- www.sanfernandolibrary.com
- The librarian, probably.

Checking Link



9. Write a dialog about the services a library offers. Read your dialog to a partner to help you correct it. Then, read the dialog for the class.



Wrap up

The following activity might help students reflect on how to make sentences:

Scrambled Sentences. Prepare 10 cardboard strips (5 cm. wide) and write sentences using: *must*, *should*, *have to* with a black marker. Show them to the class

and have students read each one aloud. Have them identify the modal verb and say what it means in the sentence. Cut the words in each sentence (strip) and show the isolated words to the students; mix the words and motivate the learners to put the words together to make a complete sentence. Once they have understood the process, organize five teams and cut out the words in each strip; put them together with a clip and give team members the sets, one by one. Ask students to order the words in each set to make a sentence.

Student's Book, p. 25

Lead in

You can ask students tell you if they know what an eBook is. If they have read one, invite them to say which one it was. Then, motivate students to find ebooks on the Internet and to learn about the regulations for downloading ebooks.

10. Read the text about eBooks and complete the following tasks.

- Circle the nouns, underline the verbs, and cross out the adjectives. Compare your work with your partner's.
- Do you know the meaning of the words: *request*, *either browse and available*? If necessary, use a bilingual dictionary.

As an alternative: Have students look at the webpage and identify its elements. Next, read it along with the students and ask them to underline the words they don't understand. Help them guess their meaning through the context. Then, draw students' attention to the nouns, verbs and adjectives in the text and ask for comprehension deeply. Finally, ask students to complete the two missing tasks.

Practice Link

11. Read the text again and complete the chat.

You should ask children look at the text and say what it is. Next, ask them if they text their family or friends. Ask: *What social networks do you use? Who do you chat with? How long do you chat a day?* Then, explain that they are going to read a chat between Jim and Nina. Read the chat aloud, clarify any words students might not understand and ask them to complete it. Finally, elicit answers from them.



Checking Link



12. Complete the following tasks:



- a) Read the text about “Digital Catalogs” from Activity 10 and see the dialog you prepared for Activity 9.
- b) Design a dialog about “Digital Catalogs” or any other service. Read it with your partner and then, act it out for the class.

You can read the tasks aloud and make sure all of the students understand what they have to do before starting with the activity. Be sure they know how to use the Internet to look for a library. Give them information about local or nearby libraries, or state universities which might have them. Monitor the activity by providing assistance, if needed.

Wrap up

This activity may help you end your class:

The Secret Word. Explain to the class that you will give them clues to help identify the secret words. Use the following clues:

1. This secret word begins with “b” and is a place where you buy bread. (bakery)
2. This secret word begins with “f” and is a social network teenagers use a lot. (Facebook)
3. This secret word begins with “s” and is a modal verb. (should)
4. This secret word begins with “L” and is the city where Nina moved (Los Angeles)

Check Back

This section is part of the evaluation proposal of **English Links 1**. It is very important that you consider these elements when working with it:

- a) Organize the class in small groups of three students. Have them look at the pages of the four Lessons of this Unit. Encourage them to take notes of those elements they found difficult and to identify the doubts they may have. Then, invite each group to talk about

their doubts and clarify them with examples on the board.

- b) Ask students to identify the two pages for the Check Back of this Unit. Work with the activities of one page at a time. Read the instructions for each activity along with the group and invite them to follow them. They will have to accomplish some of them in pairs, so monitor their work to organize them when required. In some cases, they will also have to listen to a track to fill out a chart or a written activity. Be aware of the recordings.
- c) As the Check Back is an evaluation activity, it is important that students work with these written tasks independently. You should monitor their work, but don't correct their performance or give extra help to complete the tasks.
- d) Once students finish completing all the activities, correct their work. Circle their mistakes and ask them to correct each one. Then, give a mark for their performance according to the number of mistakes they had.

Answers:

Activity 3.

Daily Chores: Take out the trash. / Make her bed.

Daily Habits: Brush her teeth after every meal. / Take a shower everyday

Obligations: Go to school everyday. / Ask permission to go out.

Prohibitions: Don't be late for dinner. / Use her cell a lot.

Activity 4.

Must / have to / can / must / cannot / must not / should / must.

Activity 6.

Answers may vary. Work with students the Dialog's Performance Evaluation Format indicated on the page.

Activity 7.

Answers may vary.

Remember to make and distribute copies of the Self Evaluation and, Group Work Evaluation sheets from the printable section. They should work out their sheets and you may talk to each one about them.

Product Link

The Product is the most important element in the proposal of **English Links 1**. It both determines and

organizes the Achievements and Teaching Guidelines of each Unit. Students are exposed to different tasks in which they have plenty of opportunity to work with the social practices of the language required by the current order to build the necessary tools to accomplish the Product at the end of the Unit. Therefore, it is important to consider the following elements while working with the Product in the case of each Unit.

- a) Motivate students to read the Product page at the beginning of each Unit, so they know what they are expected to do. Help them understand which tasks throughout the Lessons are useful elements for the Product.
- b) At the end of Lesson, have students read the Product page again, emphasizing on the "Materials" section. Encourage them to get the necessary items to work out the tasks indicated on the Product page.
- c) Read the instructions for the tasks indicated on the Product page. Ask students to work out with each one. Tasks may require individual, pair or small groups work. Check every task students perform so they can gather them to have a final result.
- d) All tasks include a "show and tell" part, so motivate your students to get the necessary material and have the proper rehearsing to present their work to the class or to guests they might invite.
- e) At the end of the "show and tell" session, have a reflection moment with the students. Ask for their performance as a group and for their individual work as well. Along with the students, think about the things you can improve for the following "show and tell session".

Track 9

The library is a great place to read and study, but you must follow the rules. In the library, you need to be respectful of other people reading or studying. Most people know you have to be really quiet in the library. You must whisper or speak softly. Also, your cell phone must be on silent or vibrate mode and you cannot play music while you study there. When you take books off the shelves, you must not put them back. You should put the books on the carts so that the librarians can put them in the right place. Snacks can damage the books, so you must not bring food or drinks to the library.

Games Bank

You can use or adapt these activities to break the ice or call student' attention, when necessary:

I Spy. Organize the class in two teams. Tell the group that you will say: *I spy with my eye a place that starts with letter "b"*. The first team to answer correctly will get a point. The team with more points will be the winner.

Hot Chair. Place a chair at the front facing the whole class. Organize the students in two teams and ask a member from team 1 to sit on the chair. Write the name of a sport on the board and ask another member from team 1 to mime the activity for his/her partner. If the student sitting on a chair guesses the word and describes the sport, his/her team will get a point. Then, work with the other team. Repeat the process several times and determine a winner at the end.

Spelling Game. Students play in rows. Ask students to choose a name for their row. Write the teams' names on the board to keep a record of the points. Say: Library and ask students to raise their hand if they know how to spell the word. If the selected student spells the word correctly, the team gets a point. Repeat the procedure with other words from the Unit.

Categories. Have students form teams of six students. Give a separate piece of paper to each team. Write a category on the board and ask teams to write down as many words as possible under that category. Count the words each team has and write them on the board. Add the number of words at the end of the activity. Use these categories: *places in a neighborhood, prepositions, verbs, adjectives, nouns.*

Read and Draw. Invite students to use a separate piece of paper and color pencils. Have one student say a sentence using prepositions: *in front of, next to, between, on, in, under.* The other student should illustrate the sentence. Then, change roles. Ask students to make up four sentences each one. Finally, have learners talk about their illustrations.

Teaching Tips

- Whenever you are eliciting answers from students after listening to a conversation, encourage them to elaborate on their answers and if they do so in L1, make sure to reinforce their answers in English. This way, learners will get used to elaborate in L2.



- It is always a good idea to monitor students while they are having an oral practice. This way, you can take notes of their common mistakes. When students have finished their oral practice, you can write the mistakes on the board and have learners correct the words or sentences in pairs.
- The more you expose your students to the target language, the better. Occasionally, speaking Spanish may be necessary, but a lot of the time it is not. Immersing your students in the target language helps them use it more independently, and this can lead to increased confidence and a better vocabulary.
- It is always a good idea to make sure students understand what is expected of them, especially in an activity in which they have to do exactly as instructed. Explain that if in an exam they don't follow the instructions, it won't matter whether the answer is correct or not. If the indication is to circle the correct answer, they must follow the instructions exactly as told.
- When listening to get information, one should pay attention to the tone of voice people use; especially if we are in a telephone conversation, since the speaker cannot have eye contact. Help your students pay special attention to these details so as to have a better understanding of a telephone conversation.
- Copying questions can be a great help for both, teachers and students. Teachers can make sure learners understand the questions and students internalize the structure and spelling of them.
- Teach students to underline key words in the questions like content words and substitution ones. They should use these to locate both specific information and links between ideas to work on.
- The more you learn, use and practice the language, the more accurate and fluent you become. Repetition and practice are essential to many skills, and this is especially true when learning a language. In order to consolidate classroom learning, you must repeat and revisit grammar, vocabulary and pronunciation work regularly with your students.
- Students need to be involved in tasks they find interesting in an environment where active and successful learning is encouraged. Students make the most progress when they are enjoying themselves. Competitions and quizzes keep motivation levels high, and rewards for communicating in the target language in the various skill areas offer chances for constant self-improvement. The smallest of tasks, such as matching pictures to words or phrases, or even word searches, can be turned into competitions – against the clock, first to finish, fastest class, etc.

Unit 2 • Classic Tales

Lesson 1. Literary Genres

Student's Book, p. 31

Lead in



1. Describe the pictures and match them with the titles. Then, complete the tasks below.

As a suggestion: Read the instructions along with the group and have students work in pairs. They should describe the six pictures in the activity. Then, encourage them to say what fairy tale or fable they think it refers to. Afterwards, ask students to match the pictures with the titles as well. It is important at this point, to promote the use of a dictionary, in case students don't understand the titles.

Practice Link

- a) Read the titles of the stories again; ask your teacher to help you with pronunciation. What is the name of the stories in your native language?

One option: Encourage students to read the titles of the fairy tales and fables in the box. Read each one and have them repeat after you. Emphasize the pronunciation of: *Thumbelina, Hare, Tortoise, Beauty and Riding*. After that, look at the pictures again, describe and name each one and say the title in Spanish.

- b) Find the meaning of the phrase "fairy tale" in a bilingual dictionary. What is a fairy tale? Which of these stories are fairy tales?

You can motivate students to find the word "fairy tale" in their dictionaries. Have them read the whole entry and provide some examples of fairy tales. If they name the fairy tales in Spanish, have them find those names in English.

- c) Find the meaning of the word "fable" in a bilingual dictionary. What is a fable? Which of these stories are fables? How do you know? What is the difference between a fairy tale and a fable?

You might ask students to find the word "fable" in their dictionaries. Then, have them read the whole entry and mention some examples of fables. If they

name the fables in Spanish, have them find the names in English.

Answers:

- a) Answers may vary.
- b) A short story for children, about magical creatures or beings.
 - + "The Brave Tin Soldier" + "Sleeping Beauty"
 - + "Thumbelina" + "Little Red Riding Hood"
- c) A short tale to teach a moral lesson, often with animals or inanimate objects as characters.
 - + "The Ant and the Grasshopper"
 - + "The Hare and the Tortoise"

Because they have animals as characters. Fairy tales contain magical characters and fables include animals to teach a moral lesson.

Checking Link



2. Make a list of fairy tales and fables you know. Use the internet or a dictionary to find their names in English. Then, compare your list with that of a partner's.

An alternative: Focus students' attention on Activity 2. Then, encourage them to find out more examples of fairy tales and fables on the Internet. Explain to your learners that this research is very important, since it will help them understand the following lessons.

Some Examples:

Fables	Fairy tales
The Ass in the Lion's Skin	Cinderella
The Fox and the Monkey	Pinocchio
The Sick Lion	Beauty and the Beast
The Ugly Duckling	Sleeping Beauty
	The Three Little Pigs
	Alice's Adventures in Wonderland

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Speech Exercise. You should ask the class to perform this exercise with one student facing the other. Have students look at the movements of their mouth. Encourage them to take out their tongue and press it

with their teeth, so they can pronounce the sound: th. Have them say the words: *Thumbelina, there, brother, father, therefore*. Have them say these sentences: *Those men are father and brother. There they go! Thumbelina is a thin and tiny girl! They go further, therefore, they need help.*

Student's Book, p. 32

Lead in

You should tell students that now they will be learning a bit more about the life of important authors.



3. Look for information about Hans Christian Andersen and the Grimm Brothers on the Internet. Then, answer these questions.

- Who was Hans Christian Andersen?
- Why was he famous?
- Who were Jacob and Wilhelm Grimm?
- Why were they famous?
- What do you know about fables?
- What about Aesop?

One alternative: Pre-teach the word: *Author*. Tell children that an author is somebody who writes a poem, a play, a fairy tale, a novel or a song. Have them name authors they may know. Then, focus students' attention on Activity 3. Read the instructions aloud and encourage them to look for more information regarding Hans Christian Andersen and the Grimm brothers. In order to speed things up, you may want to split the class between those doing research on Hans Andersen and those focusing on the Grimm brothers. Monitor your students, work. Encourage them to get together and invite your learners to exchange information about their authors.

Answers:

- Hans Christian Andersen was a Danish author who was famous for his fairy tales. He wrote approximately 3381 works.
- They were German academics who collected folk tales such as Rapunzel and "Snow White".
- They are stories which contain a moral lesson; the characters are animals. Aesop was a Greek fabulist (620-564 B.C.E) and storyteller. He wrote a number of fables, nowadays called Aesop's Fables.

Practice Link

4. Look at Activity 1 and complete the chart below. Compare your chart with a partner. Use the Internet, if necessary.

You might invite your learners to tell you if they remember names of fairy tales and fables. Elicit titles and write them down on the board. Later, focus students' attention on Activity 4. Read the instructions aloud and encourage students to look for more fables and fairy tale titles on the Internet. Ask students to write the name of the stories under the correct author. Organize students in pairs, so they can learn about each other's titles.

Answers:

Hans Christian Andersen	Jacob and Wilhelm Grimm	Aesop
"Thumbelina"	"Sleeping Beauty"	"The Tortoise and the Hare"
"The Brave Tin Soldier"	"Little Red Riding Hood"	"The Fox and the Monkey"
"The Ugly Duckling"	"Hansel and Gretel"	"Town Mouse and City Mouse"

Checking Link



Track 10

5. Listen, complete the missing information and check your answers with a partner.

A suggestion: Write your birth date on the blackboard. Say: *I was born on August 12th, 1987*. Repeat it aloud and ask students to come and write theirs to the board. Then, encourage each one to find and read his/her birth date. Ask students to listen to Track 10 attentively and complete the missing information on Activity 5. Check as a class and invite students to elaborate on their answers.

Answers

Name:	Hans Christian Andersen
Nationality:	Danish /'deɪ.nɪʃ/
Born:	April 2 nd , 1805
Died:	August 04, 1875
Genre:	Children Fairy Tales and Poetry

Track 10

Hans Christian Andersen was a Danish author and poet, most famous for his fairy tales. He was born in Denmark, on April 2, 1805 and died on August 4, 1875 when he was seventy years old. Among his best-known stories are: "The Brave Tin Soldier", "The Little Mermaid", "Thumbelina", "The Emperor's New Clothes", and "The Ugly Duckling". Children enjoyed Andersen's stories across Europe in that time. His fairy tales have been translated into a hundred languages and millions of copies continue to be published all over the world.

6. Listen to Track 10 again and make a list of the verbs you hear. Then, complete the information below.

You should encourage students to read the transcript from Track 10 along with you. You can also emphasize on correct date pronunciation. Then, remind your students that verbs express actions; have them look for the verbs in past tense and underline them. Have them dictate you the verbs and write them on the board. Ask students to help you say their base form and whether they are regular or irregular verbs. Later, ask students to complete the paragraph with the words from the box.

Answers:

Was / were / started / finished / regular / irregular.



7. Use a separate piece of paper. Look at the illustrations from Activity 1 and review your list from Activity 2. Select a fairy tale or a fable. Divide the piece of paper in six squares and draw images that describe the fairy tale or fable you chose. Show and describe your drawings for a partner.



As an alternative: Encourage students to tell you how much they remember about Hans Christian Andersen. Write some prompts on the board, so students may use them for their paragraphs. Distribute separate pieces of paper and ask learners to follow the instructions of Activity 7. Assist students when needed and collect their papers when they finish; mark them and return them to the students. Encourage your learners to read their paragraphs to their peers.

Wrap up

The following is a possibility to help students use language to accomplish the final product of the unit.

Pass the Bag! You will need music, a plastic bag and cards with these Fairy Tales' and Fables' titles: "The Ass in the Lion's Skin", "The Fox and the Monkey", "The Sick Lion", "The Ugly Duckling", "Cinderella", "Pinocchio", "Beauty and the Beast", "Sleeping Beauty", "The Three Little Pigs", *Alice's Adventures in Wonderland*. Bend the cards and put them in the bag. Move chairs and tables to clear some space in the classroom, ask your students to stand up and form a circle. Play the music and have students pass the bag around the circle. Stop the music and have the person with the bag reach inside and pull out a title. He/She should read the title and say if he/she likes it or not. Assist students, if necessary, and continue with the activity.

Student's Book, p. 33

Lead in



Track 11

8. Listen to the following texts and classify them using these literary genres: *Fable, horror story, romantic story, fairy tale.*

You can motivate students to listen to Track 11 for the first time. Play the whole track and have them identify how many different dialogs they listened to. Ask them to say if they remember any of the four. Then, play the Track again, pausing it after each dialog. Ask comprehension questions about each one. Afterwards, have them read the task for Activity 8 and perform it accordingly.

Track 11

NUMBER 1

WOMAN: "From her balcony, Juliet told the night that she loved Romeo. Romeo came out of the shadows and said that he loved her too."

NUMBER 2

MAN: "Was I not right?" said the Little Mouse. Little friends may prove great friends.

NUMBER 3

WOMAN: She entered and went to Grandma's bed. "My! What big eyes you have, Grandma!" she said in surprise. "All the better to see you with, my dear!" replied the Wolf.



NUMBER 4

MAN: "Vampires attract us because they are powerful and mysterious but they also repulse us because they are dangerous and they drink blood!"

Answers:

1. Romantic Story/2. Fable/3. Fairy Tale/4. Horror story.

Practice Link



9. Listen to Track 11 again and match the columns.

A possibility: Write on the board the answers from the previous activity. Then, motivate students to tell you which words could be related to each genre (i.e. Horror stories-*monsters, vampires*. Romantic stories-*love*. Fables-*names of animals*. Fairy Tales-*magic, unreal characters*). Later, focus students' attention on Activity 9. Ask students to listen to Track 25 and match the descriptions to the titles. Tell students that they have to number the titles in the order in which they are mentioned.

Before eliciting answers, encourage students to compare their given responses in pairs.

Check answers as a class.

Answers:

4. *Dracula*. 2. "The Lion and the Mouse".
1. *Romeo and Juliet*. 3. "Little Red Riding Hood".



10. Look at the information about the Grimm Brothers and talk about them.

As a suggestion: Prepare students to perform this task with a parallel writing. Draw a mind map on the board with the name Carlo Collodi in the center. Then, step by step, write on the board the following information. Make sure that after writing a piece of information, you drill and ask students to read the information as you write it on the board. Use linkers all the time.

T: *This author was Carlo Lorenzini*

SS (Repeat 2 or 3 times): *This author was Carlo Lorenzini*

T: *and he was Italian.*

SS (Repeat 2 or 3 times): *This author was Carlo Lorenzini and he was Italian.*

T: *He was born on November 24th, 1826.*

SS (Repeat 2 or 3 times): *This author was Carlo Lorenzini and he was Italian. He was born on November 24th, 1826.*

T: *and he died on October 26, 1890.*

SS (Repeat 2 or 3 times): *This author was Carlo Lorenzini and he was Italian. He was born on November 24th, 1826 and he died on October 26, 1890.*

T: *He was a children's story writer.*

SS (Repeat 2 or 3 times): *This author was Carlo Lorenzini and he was Italian. He was born on November 24th, 1826 and he died on October 26, 1890. He was a children's writer.*

T: *and he wrote "Pinocchio".*

SS (Repeat 2 or 3 times): *This author was Carlo Lorenzini and he was Italian. He was born on November 24th, 1826 and he died on October 26, 1890. He was a children's story writer and he wrote Pinocchio.*

Name: Carlo Lorenzini - Pen name - Carlo Collodi

Nationality: Italian

Born: November 24th, 1826

Died: October 26, 1890

Genre: Children's writer / "Pinocchio"

Later, you might motivate students to go the board and write the biography. Encourage them to correct their classmates if there were any mistakes on the board. Provide assistance if necessary. Then, encourage your learners to talk about the Grimm brothers, using the information in the chart from Activity 10. Monitor the activity and assist students.

Checking Link

11. Complete the text about the Grimm Brothers. Check your answers with a partner.

You can consider that after after having modeled Carlo Collodi's biography, You can focus learners' attention on Activity 11, read the information provided. Ask students to complete the blanks in the Grimm's biography using the verbs from the box. Monitor the activity and provide assistance, if necessary. When students have finished, ask them to compare their work with that of their partner's and have them read the paragraph in pairs.

Answers:

Were / studied / wrote / spent / was / liked / was / was.



12. Look at the Irregular Verbs list on p. 189 and write some sentences to describe the main events of the fairy tale or fable you drew in Activity 7, p. 32.



Motivate students to rewrite some of the information provided for the Grimm Brothers. Monitor the activity and provide assistance if necessary.

Wrap up

The following is a possibility to help students use language to accomplish the final product of the unit.

Summarizing. Ask students to focus their attention on the biography of Carlo Collodi, which they have said aloud during Activity 10. Have them work in pairs and ask and answer questions about him. Then, motivate learners to write a summary of his story considering the most important details. Help students correct their errors and invite some pairs to the front to read their summaries.

Lesson 2. Fables

Student's Book, p. 34

Lead in



1. Make groups of four students. Look at the man in the picture next to the text below. Read and answer these questions: Can you describe the man? When do you think he lived? How do you know? Who do you think he was? Why?

You are suggested to organize the class in groups of four your learners. Focus students' attention on Activity 1 and motivate students to describe the picture. Have them answer the questions in detail. Check the activity together.

Possible Answers:

He looks old / weak / hungry / wise. / I think he lived in Greece. / Because of his clothing. / He was a Greek fable writer.



2. Read the text and say the meaning of the underlined words; use a dictionary, if necessary. Then, answer the questions below it.

You might organize the class in pairs. After having identified the character in the picture, encourage students to read the text. Start with the title and have students pronounce "Aesop's" correctly. Next, choose an underlined word from the text (at random), read it aloud and ask students to look up for the meaning of it. Tell them that the first team to find the meaning of the word, will raise his/her hand and read the meaning to the class. If the concept is correct, award a point to the team. The winner will be the team which finds more words. Then, have the class read the text and ask for general comprehension questions. Finally, ask students to answer the questions below the text.

- When did Aesop live? What was he like?
- What are fables? What do they teach?
- What is the general meaning or idea of the text?
- What are the main or principal ideas it narrates?

Answers:

Slave - esclavo / *century* B.C. - siglo antes de Cristo / *hunchback* - joroba / *genre* - género / *characters* - personajes / *wise* - sabio / *prudente* / *lifetime* - vida / *credited* - atribuidas.
 a. During the sixth Century BC / b. He had an ugly hunchback but he was smart and inventive / c. They are short stories in which human characters are portrayed by animals / d. They teach moral and wise lessons.

At the end, you should work with the **Remember!** section: Ask students to read the information carefully. Encourage them to provide examples.

Practice Link



3. Look for the fairy tale or fable you worked with on page 33, Activity 12 on the internet or in a literature book; print it and take it to the classroom. Read it aloud with your partner; take turns. Then, underline the words which meaning you do not know and look them up in a bilingual dictionary.

One possibility: Organize the class in pairs. Then, focus students' attention on Activity 3 and motivate them to answer the questions related to the main events from Aesop's text. Monitor the activity and provide assistance if necessary. Check the activity together.

Checking Link



4. Work with the same partner as in activity 3. Choose a fairy tale or a fable from the two you have. Read it aloud taking turns. Say what the general meaning or idea of the fairy tale or fable is and what the main ideas or events it narrates. Use as example answers to questions from Activity 2. Then, write them on a separate piece of paper. Finally, ask your teacher to circle your mistakes and rewrite your text accordingly.



As a suggestion: Ask students who their favorite writer is. Write the names on the board. Then, encourage students to look for some information regarding the author's life and works on the Internet. Have students organize their findings in the same way they did with Carlo Collodi. Monitor the activity and provide assistance if necessary. Check students' work.

Wrap up

As a possibility to finish the class:

Spelling Game. Students might play in rows. You can ask students to choose a name for their row. Write the teams' names on the board to keep record of the score. Have them go to the verbs list at the end of their book. Urge them read it carefully. Then, ask students to close their books. Say: Go! and ask your students to raise their hand if they know how to spell the verb in present and in past tense. If the student spells the word correctly, the team gets a point. Repeat the procedure with other verbs from the list.

Student's Book, p. 35

Lead in



5. Look at the picture and answer the questions below. Then, find the meaning of the underlined words in the text.

You can ask your students to tell you what fables are. If they don't remember, have them look up for this information on page 31. Then, draw students' attention

to Activity 5. Learners will find a picture which they need to analyze in order to answer the questions. Elicit answers from your learners.

Answers:

a) A lion and a mouse. The lion is going to eat the mouse.
Answers may vary.

One option: After having students discussed the content of the picture in Activity 5, tell them that they have to read the text from Activity 5 first, so as to understand the context and the information. Organized in pairs, encourage them to look up for the meaning of the underlined words.

Answers:

Huge paw - enorme garra / Forgive - perdonar / forget - olvidar / hunters - cazadores / alive - vivo / tied - atado / proved - probaron.

Practice Link



6. Take turns to read the text aloud. Correct each other's pronunciation.

You might prepare students for this activity by helping them with the pronunciation of regular verbs. Draw three columns on the board and write a phoneme under each column:

/t/

/d/

/əd/

You can practice the sounds in isolation. Then, write at random the following words on the board: /t/ *talked, finished, worked*, /d/ *listened, played, remembered*, // əd/ *decided, rented, downloaded*. Encourage students to categorize the verbs by writing them under the correct column.

When you are ready to check the activity, model the pronunciation of the verbs at random, so students can check their answers. Then, invite them to go to the board and write them. Model the reading of the text. Next, ask students to read the text to each other. Encourage them to take turns.

It is important to work with the **Remember!** section: Ask students to read the information carefully. Encourage them to provide examples of fables.

Checking Link



7. Make groups of four students. Answer these questions.

- Who are the characters of the story? Where are they? How do you know?
- What did the Lion want to do to the Mouse?
- How did the Mouse help the Lion?
- Is "The Lion and the little Mouse" a fable? Why? What is the meaning of its moral?

It might be a good idea to encourage students to tell you what the fable of "The Lion and the Mouse" was about. Then, draw students' attention to Activity 7 and read the questions aloud. Make sure all the students understand the questions. Tell the class to answer the questions in teams.

Monitor students and assist them with the required vocabulary. When your learners have finished, invite them to compare their answers with other teams.

Answers:

- A lion and a mouse - in a forest - because of the trees and the hunters.
- Eat him.
- He untied the ropes.
- Yes, because of the animals - never underestimate anyone or, a friend is the one who is always with you and who helps you.



8. Read the fable again and underline the main events. Copy them in your notebook. Add a sentence or two that describe the general meaning or idea of the fable as well. How many main events did you find?



You can tell students that for homework they need to summarize the story. Explain to them that summarizing means to tell in their own words what happened, in the story, and that a way of doing it is by including the main events, which are the most important facts in a story.

Wrap up

The following activity might be useful:

Two letters. Students should be given two letters of the alphabet and they must come up with a word that includes both of those letters. For example if the letters are "M" and "e", the student will say "M plus E = ..." and then, finish with a word like "mouse". Another person has to do the same in a shorter amount of time. Next, say two other letters and follow the same procedure with the rest of the class.

Student's Book, p. 36

Lead in



9. Fairy tales and fables may be written in British or American English. Let's see why it is important to know about the difference. Take turns to read aloud.

As a possibility: Draw students' attention to Activity 9. Read the title of the text and ask your learners to tell you what they think the text is going to be about. Elicit answers from them. Then, read the text aloud making emphasis on the text's pronunciation and intonation. Repeat the procedure twice. Organize the class in Team A and Team B. Handle this section as a competition. Explain to students that you will decide which team reads the text better. Have the whole team read the text. Give both teams the opportunity to read and then decide which team was best.

Possible Answers:

Brits - English - Londoners / while - meanwhile / a few - some / varieties - array, recognize - identify.

Practice Link

- Look at the underlined words. Find a synonym for each one. Use a bilingual dictionary, if necessary.

Before students work with the activity, you can have them read the text about American and British English. Then, you should ask general questions regarding the text. Then, ask for details. Afterwards, have them perform Activity a as indicated.



- Use a separate piece of paper. Write some notes with the information you read.

As a possibility: Explain to the class that they can organize their ideas so as to talk about AE and BE. Ask students to use the ideas from the board (mind map) and have them answer the questions from Activity b, which will help them complete their notes.



Answers:

- Are American and British English so different? No, they have far more similarities than *differences*.
- Which aspects does the text mention? Vocabulary, Grammatical, and Spelling differences
- Give an example of each aspect. In AE collective nouns are singular; in BE collective nouns are singular and plural.
- How does the text end? It mentions that if you understand one style you should be able to understand the other style.

Checking Link



10. Use a separate piece of paper. Make a chart to classify these words:

American English / British English.



You are suggested to focus students' attention to the following, emphasizing the differences in spelling between American English (AE) and British English (BE):

- I. British - re / American - er
- II. British - our / American - or
- III. British - se / American - ze
- IV. British - gue / American - g

Then, explain to your students that they will have to categorize the words from Activity 10 for homework.

Answers:

analyse-AE	organise-BE	humor-AE	center-AE	neighbour-BE	meter-AE
theatre-BE	catalog-AE	colour-BE	flavor-BE	color-AE	flavor-AE
humour-BE	metre-BE	centre-AE	neighbor-AE	liter-AE	dialog-AE
catalogue-BE	theater-AE	dialogue-BE	organize-AE	analyse-BE	litre-BE

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Words. You will need scissors and a plastic bag for this activity. Prepare 10 cardboard strips (5 cm. wide) and write the following words with a black marker:

analyse, dialogue, organize, color, litre, meter, neighbour, theatre, humour, centre. You can invite children to the playground and have them make a circle; sit them on the floor around you. Show the strips to the students and help them read and spell each one chorally and individually. Then, pick up a strip. Show it to the students and cut the letters out; put them in the plastic bag and shake it. Take the letters out and ask your learners to help you put them together in order to form the word. Next, say if it is written in British or in American English. Follow the same procedure with the other strips.

Lesson 3. Classic Tales

Student's Book, p. 37

Lead in



1. Look at the pictures and answer these questions: Are they isolated pictures or the sequence of a story? How do you know? Is the story for children or adults? How do you know?

Before students work with the activity, you can have them look at the pictures and describe each one. Then, you might tell them to identify the characters first: *Little Red Riding Hood, Mother, Mr. Wolf, Grandma, the woodcutters.* Write their names on the board and have students read each one chorally and individually; emphasize the pronunciation of : *Riding, wolf and woodcutters.* Then, ask the class if they know the story. Ask: *What's the name of the story? How do you say the title in Spanish? What is it about?* Next, urge students to identify the settings where each part of the story takes place. Encourage them to remember that "setting" refers to places or environments. Have them say: *Mother's house, the forest and Grandma's house.* Afterwards, help your learners read the instructions for Activity 1 and perform them accordingly.

Answers:

The sequence of a story. / Because the characters and the settings are the same. / It can be for both. / Because the moral of the story can be understood and applied by both, children and adults.

Practice Link

As a suggestion: Write the following list of words on the board: *basket, goodies, strangers, promise, asked, answered, knocked, locked up, wardrobe, clothes, waited.*

laid, entered, said, teeth, shouted, screamed, rescued, hugged, learned. Have students read the words chorally and individually. Emphasize the pronunciation of verbs in past tense: /ed/. Then, number the words, so when you mention a number, they will read the word. Afterwards, write the headings: *Nouns / Verbs* and ask learners to say if each word is a noun or a verb. Have students list the words in their notebook, categorizing them between nouns and verbs. Finally, ask your students to provide the meaning of the words and sentences with each of them.

Checking Link



Track 12

2. Listen and order the pictures. Use numbers from 1 to 6. Then, complete the tasks on the following page.

One option: Draw students' attention to Activity 2 and have them describe what ever they can in each picture, as well as what is happening in each one as well. Expect them to say: *In this picture, I can see Mother and Little Red Riding Hood. They are in their house. They are talking.* Tell the children that you use sentences in present tense when you describe a picture. You use sentences in past tense when you narrate what happened in a story. Help the group describe the sentences in present tense, then. Afterwards, encourage them to listen to Track 12 and order the pictures from the story. Ask them to use numbers from 1 to 6. Check the activity as a class and encourage your students to tell you the moral of the story: *The importance of following parents' advice and to avoid talking to strangers.*

Answers:

3/1/1/6/2/4/5

Track 12

One day, Little Red Riding Hood's Mother said to her, "Take this basket of goodies to Grandma's house, but don't talk to strangers on the way!" Promising not to, Little Red Riding Hood left.

On her way, she met the Big Bad Wolf who asked, "Where are you going, Little Red Riding Hood?" "To Grandma's house, Mr. Wolf!", she answered. The Big Bad Wolf then ran to Grandma's house much before Little Red Riding Hood and knocked on the door.

When Grandma opened the door, he locked her up in the wardrobe. The Wolf then, put on Grandma's clothes and laid in her bed, waiting for Little Red Riding Hood.

When the girl arrived, she entered and went to Grandma's bed. "My! What big eyes you have, Grandma!", she said in surprise. "All the better to see you with, my dear!", replied the Wolf. "My! What big ears you have, Grandma!", said Little Red Riding Hood. "All the better to hear you with, my dear!", said the Wolf.

"What big teeth you have, Grandma!", said Little Red Riding Hood. "All the better to eat you with!", shouted the Wolf. Little Red Riding Hood screamed and the woodcutters in the forest came running to the house. They beat the Big Bad Wolf and rescued Grandma from the wardrobe.

Grandma hugged Little Red Riding Hood with joy. The Big Bad Wolf ran away never to be seen again. Little Red Riding Hood learned her lesson and never spoke to strangers again.

Wrap up

As a possibility to finish the class:

Words. You will need scissors and a plastic bag for this activity. Prepare 20 cardboard strips (5 cm. wide) and write the following words with a black marker: *Basket, goodies, strangers, promise, asked, answered, knocked, locked up, wardrobe, clothes, waited, laid, entered, said, teeth, shouted, screamed, rescued, hugged, learned.* You should invite children to the playground and have them make a circle; sit them around you on the floor. Show the strips to the students and help them read and spell each one chorally and individually. Then, pick up a strip. Show it to the students and cut the letters out; put them in the plastic bag and shake it. Take the letters out and ask your learners to help you put them together to form the word. Follow the same procedure with the other strips.

Student's Book, p. 38

Lead in

- a) Read these words in pairs. Correct each other's pronunciation. Then, look at the underlined words and find their meaning in a bilingual dictionary.

You might bring a hand mirror to the class to help students correct pronunciation when necessary. Organize the class in pairs. Focus students' attention on Activity a. Students will have to read the words from the box, taking turns. Ask your learners to pay close attention to their classmate's pronunciation and if they consider that the word is mispronounced, encourage them to correct each other's pronunciation. Circulate among the pairs and use the mirror when necessary.

Answers:

Little Red Riding Hood / Mr. wolf Grandma / Woodcutter / Mother / Goodies / Knocked Can the door / Lay / Sniprise / Teeth/ Screamed / Shouted / Quescame.

Grandma
Woodcutter
Mother
goodies
knocked
lay
surprise
teeth
shouted
screamed
beat

Practice Link



b) Listen to Track 13 and repeat the words. Then, answer these questions.

Track 13

As an option: Explain to students that they are going to listen to some words from the story "Little Red Riding Hood", and they will have to repeat them. Play Track 13 and pause it after each word to allow students to pronounce the words. Afterwards, copy this phonetic chart on the board, and have students identify these sounds. Urge students to push their throat with their index finger to pronounce the first sound and then, the "u" sound in Spanish for the second one:

A	U
Mother	Hood
Knocked	Woodcutter
Shouted	Goodies
	Wolf

Then, you can ask students to follow the instructions to complete the tasks in section b, page 84. Encourage them to ask you for help, when they need it.

Track 13

Listen and repeat.

Little Red Riding Hood
Mr. Wolf

3. Listen to Track 13 again and complete the paragraph with the verbs in the box.



Track 13



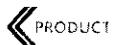
As an alternative: Focus students' attention to Activity 3. Play Track 13 again and have students read the verbs in the box. After that, ask them to read the paragraph and fill in the blanks with the words from the box. When they have finished, play the Track and have them check their answers.

Answers:

said / met / asked / ran / locked / arrived / went / said / screamed / came / beat / rescued / beat.



4. Play the "Verb Game": Take turns to read the verbs in the box. Then, tell your partners to transform the verbs into past tense to make up sentences



You might organize the class in pairs. Ask students to decide who will be A and who B. Draw their attention to Activity 4 and invite student A to call out a verb from the box; then, student B will mention the past tense of the verb and use it in a sentence. Remind students to take turns while playing the game. Monitor the activity, providing assistance.

Checking Link



5. Stand in front of a partner and say the verbs from the list in past tense. How do you pronounce them? Ask your teacher to help you.



You should focus students' attention on Activity 5 and help students perform the tasks accordingly. Monitor

the activity and assist students' work. 4. Play the "Verb Game": take turns saying the verbs in the box for your partner to say their past tense form and a sentence with each one.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

True or False? You can write three sentences about Little Red Riding Hood's story on the board. Two statements should be true and one false, for example: *Little Red Riding Hood was taking a basket of goodies to her Grandma. She found the Wolf on her way. The Wolf invited her to go together to Grandma's house.* Then, invite students to say which statement is not true and have them explain why. Afterwards, organize the class in teams of four students and ask them to write three statements about the story in the same way. Have teams read their sentences to the class and let them say which of the sentences is false and explain why.

Student's Book, p. 39

Lead in

6. Match the questions with their corresponding answers.

Before students work with the activity, you should ask them to read the questions related to "Little Red Riding Hood" story. Have them identify auxiliary "did" and the verbs in each sentence. Help them reflect on each question and realize that we use verbs in their base form when we have auxiliary "did" for the past tense. Then, have them follow the instructions from Activity 6.

Answers:

A basket / Yes / she did / To Grandma's, in the wardrobe / No, he didn't / The woodcutters.

Practice Link

7. Read the questions in Activity 6 and complete the sentences with words from the box. Then, underline the correct alternative to complete the sentences below. Check your answers with those of a partner.

As an option: students work with the activity, write question words from the box on the board. Have them

read and identify each one, as well as provide some examples with them. Then, encourage the class to read the instructions for Activity 7 and to follow them. When students have finished, encourage them to compare their answers with those of a partner.

You might ask students to read the two sentences below the box and then, explain that when we want to know about the person involved in the action, we do not use auxiliaries. Write the following examples on the board:

Who built the Grand Palace? Who lives in that old house? Who is coming home?

Answers:

Interrogative / past tense / changes to its simple form.



8. Stand in front of a partner and say the words from the box above. How do you pronounce them?



Before students work with the activity, you can write some examples of affirmative, negative and interrogative sentences on the board. Then, have them perform Activity 8.

Checking Link



9. Compare variants of writing in English. See the chart from Activity 10, p. 36. Then, compare variants of pronunciation from Activities 5 and 8. Look at the pictures on p. 37 and write a paragraph describing the story of Little Red Riding Hood. Use words from the chart on p. 36 and verbs from Activities 5 and 8. Read your paragraph to your partner so he/she can correct your pronunciation.



As an alternative: Read questions from Activity 6 aloud, name a student and ask him/her to answer the question. Repeat the procedure with the rest of the questions. Then, organize the class in pairs and encourage them to ask and answer different questions. Monitor the activity and assist learners when necessary. Finally, encourage students to ask their questions to other pairs.

Wrap up

Verb competition. You might organize the class in groups of three students. Name a student from one of the teams to choose a place (the park, school, at home,



the library etc.). Set a timer for one minute. Everyone in the group writes down as many action verbs as they can think for that place. When time is over, ask students to compare their verbs with those of the other teams. Ask students to cross out any verbs that someone else in the other teams has. The group with the most unique verbs will be the winner.

Lesson 4. What Happened at the End?

Student's Book, p. 40

Lead in



1. Look at the pictures from p. 37. Discuss: What time do you think Little Red Riding Hood arrived at Grandma's house? Write the time in the clock and answer the questions below.

- What was Grandma doing when Little Red Riding Hood arrived at her house?
- What was the wolf doing?
- Where were the woodcutters? What were they doing at that time?
- Where was Little Red Riding Hood's mother? What was she doing?

An alternative: Organize the class in pairs. Have students write the correct hour on the clock to answer the questions in the activity. Relate students to the clock all the time in oldies to convey meaning while answering the questions. Answers may vary. Circulate around the pairs to assist students when needed.

Practice Link

2. Read the verbs and complete the chart.

Before students work with the activity, you can write these sentences on the board: *I am listening to my English teacher now. I was talking to my friends yesterday at this same time.* You can have students reflect on the sentence and identify that: *we use "ING" to talk about activities which take or took a long time. If it is in the present, we use: am, is, are. If it is in the past, we use: was, were.* Then, ask students to perform Activity 2 carefully. Check their work together.

Answers:

-ing	e + -ing	consonant + -ing
Asking	Living	Getting
Meeting	Giving	Sitting
Saying	Coming	Running
Opening	Driving	

Checking Link



3. Make groups of five students and answer these questions.

- What were you doing at recess yesterday when the bell rang? _____
- What was your mom / brother / sister doing when you got home? _____
- What were you doing when your dad got home yesterday? _____
- What were you doing when your favorite TV program started? _____

As a suggestion: Organize the class in groups of five students. Focus your students' attention to Activity 3. Read the instructions aloud and encourage them to ask and answer the questions. Monitor the activity and offer assistance, if needed.

Wrap up

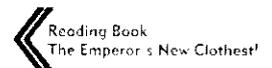
It is a good idea to work with the **Remember!** section: Ask students to read the information carefully. Encourage them to give examples with past continuous and interrupted past.



Student's Book, p. 41



4. Reading Book *The Emperor's New Clothes*. Read pages 19 to 29 and discuss these questions:



As a possibility to work with the text: Before students work with the activity, write the following sentences on the board and help them reflect: *Mom was preparing dinner when I arrived.*

You can explain to the students that: *this sentence describes something that was happening continuously in the past when another action interrupted it. So, the long action goes in Past Continuous and the action that interrupted it, in Simple Past.* Have students provide other examples to use and understand this grammatical point.

Practice Link



5. Draw the meaning of the following words and make sentences with them. Use a bilingual dictionary, if necessary.

As an alternative: Organize the class into pairs. Draw students' attention to Activity 7. Have your learners read the words from the box and encourage them to illustrate each one. Then, ask the class to work in pairs to show and tell their illustrations and make up sentences with the words. Monitor the activity closely.



Track 14

6. Listen to the dialog and match the columns. Then, circle True or False accordingly.



Before students work with the activity, you can invite them to talk about the story: "The Emperor's New Clothes". Have them say what they remember from the story pages first, identify the characters and then, describe the setting of the scenes. Afterwards, ask: *Did the Emperor realize that the tailors were not making his clothes? Did his wife? Why didn't they say it aloud?* Ask students to complete the instructions from Activity 8.

Answers:

Cut with scissors - cloth or paper / sew with needle - cloth / stick with glue - heels.

Next, you can help students read the statements and then listen to the conversation between the Emperor and his wife again. Play Track 14 and have them circle T for true sentences or F for false ones. Ask students to give reasons in the case of false statements.

- | | |
|--|-----|
| a) The Emperor saw the tailors a month ago. | T F |
| b) One of the tailors was cutting paper. | T F |
| c) Another tailor was sewing a piece of blue cloth. | T F |
| d) Two tailors were sticking the heels to a pair of shoes. | T F |
| e) The Emperor was worried because he could not see the tools. | T F |

Answers:

a) F - He saw them the day before. / b) F - He saw them sewing, cutting cloth, and sticking heels to a pair of shoes / c) T / d) T / e) T

Track 14

WIFE: When are the tailors going to finish your new clothes, dear?

EMPEROR: I don't know, dear. I am not sure... I really don't know what they are doing.

WIFE: But you saw them yesterday... what were they doing when you got there?

EMPEROR: Well, one was cutting a blue cloth, but I never saw the scissors! Another was sewing a piece of that same blue cloth, but I never saw the needle! And two more were sticking the heels to a pair of beautiful shoes, but I never saw the glue!!!

WIFE: Don't worry, dear... you would be stupid if you could not see the cloth and you could see the clothes!

EMPEROR: But I could not see the tools they were using, dear!

WIFE: Don't worry, dear. You are the most intelligent person in this kingdom.

EMPEROR: Am I the most handsome as well?

WIFE: Of course, my dear.

Checking Link



7. See Activity 4 and describe the key events of the story to your partner. Then, use a separate piece of paper and write them. Read your description to another pair.



One option: Before students work with the activity, encourage them to find the tailor's illustrations in their Reading Books. Then, ask them to describe them. After that, have them imagine what they think they were doing every time the Emperor or anybody from the court would go and visit them. Write students' ideas on the board and keep them there as prompts. Afterwards, have them read the instructions for Activity 9.

Wrap up

Categories. You might have students form teams of six students. Give a separate piece of paper to each team. Write a category on the board and ask teams to write down as many words as possible under that category. Count the words each team has and write them on the board. Add the number of words at the end of the activity. Use these categories: verbs in past tense, verbs in "ing" form, base form of verbs, nouns, adjectives.

Student's Book, p. 42

Lead in

8. **The Emperor's minister must find the child who shouted at the parade in order to put him in jail. Read his notes, illustrate them and perform the following tasks:**



One alternative: Form groups of four students. Have them read the minister's notes again and take their own notes of the regorain important details in each scene. Next, have them read their own notes to his/her group and mention who each one thinks the imprudent child was. Give reasons for your choice. Then, come to an agreement about the imprudent child. Share your choice with other groups.

Before students work with the activity, you should have them read the last two pages from the story: "The Emperor's New Clothes" in their Reading Book. Have them identify that some children shouted at the parade that the Emperor was wearing no clothes and everyone began to laugh. Then, pre-teach these words: *Have nothing on, laughing, teasing, walk by, shop, slam, whisper, shiver, and run away.* Write the words on the board, help students read them and encourage them to find their meaning in their dictionaries.

Practice Link

Then, you can have students read the instructions for Activity 8. First, read the minister's notes along with the group. Clarify any vocabulary doubts when necessary. Next, have students work with the specific tasks requised for the activity:

- **Work in pairs. Take turns and read the minister's notes aloud. Correct each other's pronunciation. Then, swap pairs and describe your illustrations.**

You might ask pairs to read the notes and circulate among them. Correct pronunciation and stress when necessary. Then, motivate your students to draw and color a scene for each part of the minister's notes in the corresponding squares.

- **Use a separate piece of paper. Write ten questions about the minister's notes and ask a partner to answer them.**

You should ask each member of the pair of students to write their own questions; then, have his/her partner to correct the questions. Afterwards, encourage your learners to have another partner answer them.

Checking Link

- **Work in groups. Help the minister decide who the imprudent child was. Give reasons for your choice.**

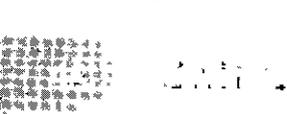
Wrap up

Summarizing. You should ask students to focus their attention on "The Emperor's New Clothes" story and read it again. Have them work in pairs and ask and answer questions about the story. Then, motivate learners to write a summary to it, considering the most important details. Help students correct their errors and invite some pairs up front to read their summaries.

Check Back

This section is part of the evaluation proposal of **English Links 1**. It is very important that you consider these elements when working with it:

- a) Organize the class in small groups of three students. Have them look at the pages of the four Lessons of this Unit. Encourage them to take notes of those elements they found difficult and to identify the doubts they may have. Then, invite each group to talk about their doubts and clarify them with examples on the board.
- b) Ask students to identify the two pages for the Check Back of this Unit. Work with the activities of one page at a time. Read the instructions for each activity along with the group and invite them to follow them. They will have to perform some of them in pairs, so monitor their work to organize them when required. In some cases, they will also have to listen to a track, to fill out a chart or a written activity. Be aware of the recordings.
- c) As the Check Back is an evaluation activity, it is important that students work with these written tasks independently. You should monitor their work, but not correct their performance or give extra help to complete the tasks.
- d) Once students finish completing all the activities, correct their work. Circle their mistakes and ask them to correct each one. Then, give a mark for their performance according to the number of mistakes they had.



Track 15

said
left
met
asked
answered
ran
knocked
opened
locked
wore
arrived
entered
went
replied
shouted
lay
screamed
came
beat
rescued
hugged
spoke

Answers:

Activity 1.

b) / a) / b).

Activity 2.

Greed.

Activity 3.

b)

Activity 4.

The dog saw the big bone – when he was walking past a market. – 1.

The dog's bone fell – when he opened his mouth. – 4.

The dog took the bone - when nobody was looking. – 2.

The dog saw another dog – when he was looking at the river. – 3.

Activity 6.

Answers may vary. Work with students the Oral Presentation Evaluation Format indicated on the page.

Activity 7.

cried / met / fled / went / started / stayed / played / had / was / phoned / fixed / danced / were / walked / stopped / dropped / traveled / looked / swam / took

Activity 9.

Regular verbs: knocked, opened, replied, locked, shouted, rescued, asked, hugged, answered, arrived, screamed, entered.

Irregular verbs: said, went, left, beat, met, wore, lay, spoke, ran, came.

Activity 10.

1 b) / 2. a) / 3. c) / 4. c)

Remember to make and distribute copies of the Self Evaluation and, Group Work Evaluation sheets from the printable section. They should work out their sheets and you may talk to each one about them

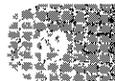
Product Link

The Product is the most important element in the proposal of English Links 1. It both determines and organizes the Achievements and Teaching Guidelines of each Unit. Students are exposed to different tasks your which they will have plenty of opportunity to work with the social practices of the language required in order to build the necessary tools to accomplish the Product at the end of the Unit. Therefore, it is important to consider the following elements while working with the Product in the case of each Unit.

- a) Motivate students to read the Product page at the beginning of each Unit, so they will know what they are expected to do. Help them understand which tasks throughout the Lessons are useful elements for the Product.
- b) At the end of Lesson, have students read the Product page again, emphasizing on the "Materials" section. Encourage them to get the necessary items to solve out the tasks indicated on the Product page.
- c) Read the instructions for the tasks indicated on the Product page. Ask students to work out with each one. Tasks may require individual, pair or small groups work. Check every task students perform so they can gather them to obtain a final result.
- d) All tasks include a "show and tell" part, so motivate students to get the necessary material and have the proper rehearsing sessions to present their work to the class or to guests they might invite.
- e) At the end of the "show and tell session", have a reflection moment with the students. Ask for their performance as a group and for their individual work as well. Along with the students, think about the things you can improve for the following "show and tell" session.

Games Bank

You can use or adapt these activities to break the ice or call student's attention, when necessary:



Sound of Vowels. Prepare vowel cards on 5 separate cards. Make the letters as big as possible. Display vowel cards around the classroom. Organize the class into Team A and Team B. Ask for two volunteers, one per side. Have the vowels said aloud. Then, say: *Math*. Ask volunteers to run and find the vowel card that has the same vowel as the word you called. Give a point to the volunteer's team that finds the card. Repeat the same process with: *Skin, fox, sick, red, ant, pig, tortoise, soldier, umbrella*, etc. Add up points at the end of the activity to determine a winner.

Ralley Race. Prepare 10 cards which contain information regarding the Grimm Brothers, Carlo Collodi and Hans Christian Andersen. Tape the cards on the board, hiding the information. Organize the class in 2 teams and have each team form a line at the back of the classroom. The 1st person from each team will run up to the board, take a card from it and read the information. Once he / she makes a correct question with the information on the card, he / she will run back to their team and tag the next person who will go to the board and repeat the process. Award a point for each correct question. The team with the most points wins.

Split Sentences. Select 20 sentences from Track 26, Little Red Riding Hood's story. Type them out. Next, print them and cut each of the sentences in half. Organize the class in two groups. After that, distribute the first part of the sentences to one half of the class, and the second to the other half. Ask students to walk around and try to find the student with the sentence fragment that completes theirs. When they think they've found each other, they will go to you in order for you to check whether their sentences are correct or not.

Unscrambling Questions. Write the following questions on the board. Organize the class in pairs and ask students to unscramble them: do Where go to ? you school (*Where do you go to school?*), food What's favorite your? (*What's your favorite food?*), do to you get school? How (*How do you get to school?*), What father your do does? (*What does your father do?*), the Who apples likes in classroom? (*Who likes apples in the classroom?*), many How are people in your there family? (*How many people are there in your family?*). Once they finish, invite volunteers to the board to write the sentences.

Bingo Time. Hand out separate pieces of paper. Ask the group to fold them in three, horizontally and vertically, so they make nine squares. Write these verbs on the board:

promised, asked, answered, knocked, locked up, waited, laid, entered, said, shouted, screamed, rescued, hugged, learned, went, ran, met, beat. Have children

copy nine of the names in the squares. Next, give each student a strip of China paper. They should make little pieces of paper and roll them into balls. Read each of the names you wrote on the board out loud. Students will place a paper ball on each name they hear mentioned. The first student to cover all the names will yell: *Bingo!*

Teaching Tips

- When listening to get information, one should pay attention to the voice tone people use; especially if we are in a telephone conversation, since the speaker cannot have eye contact. Hence, help your students pay special attention to these details so as to have a better understanding of a telephone conversation.
- Emphasize that we say: in the morning(s) – afternoon(s) – evening(s) but for referring to nighttime, we say at night.
- Dictionaries are great resources, no doubt, but that doesn't mean you should run to the dictionary every time you hear or read a word you don't know.
- Try to guess at a word's meaning by the other words around it (the context).
- Keep reading or listening, as maybe there will be an explanation coming.
- If you still don't understand, look up for the words or make notes to look up the words later.
- Every day, open your dictionary to any page and read a word. Any new word. Read it. Say it. Say it again. Read the definitions and example sentences. Try to make a sentence with the new word. Try to use the word over the next few days. Tell your mother about the new word. Tell your friends. Tell your teacher. Random words can be difficult to learn, but you will be surprised by how much you remember if you tell other people about them.
- Copying questions can be a great help for both, teachers and students. Teachers can make sure learners understand the questions and students internalize the structure and spelling of them.
- When listening to get information, one should pay attention to the voice tone people use; especially if we are in a telephone conversation, since the speaker cannot have eye contact. Help your students pay special attention to these details so as to have a better understanding of a telephone conversation.
- Teach students to underline key words in the questions like content words and substitution ones. They should use these to locate both specific information and links between ideas to work on.
- Take the opportunity to talk to students about the importance of working out and eating healthily; especially in these hectic days, when people are so busy at work and have so little time to exercise and prepare home-made food.

Unit 3 • Dictionaries

Lesson 1. Letters and Words

Student's Book, p. 48

Lead in



Track 16

1. Listen and write the alphabets on the lines. In pairs, answer the questions below.



You should ask students to tell you how many alphabets they know exist and ask them why are there so many variations. Then, tell students that they are going to hear the English and Spanish alphabet. Read the questions along with your pupils. Play Track 16. Have students repeat the letters. Then ask your learners to compare the English and Spanish alphabets.

Answers:

Spanish alphabet: 28 letters. / English alphabet: 26 letters

Track 16

The alphabet in English is:

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

El alfabeto en Español es:

a, b, c, ch, d, e, f, g, h, i, j, k, l, ll, m, n, ñ, o, p, q, r, s, t, u, v, w, x, y, z.

Practice Link

2. What's the first letter in your name? Look for all the classmates that have your same initial letter in their names and form a team. Which letter-team has the most members? Write the letter on the line below and write 5 words you know in English that start with that letter.

You can have students identify the first letter in their name. Then, have students group up with those classmates whose name start with the same letter as theirs. Later, have students identify which group has the most members and with that letter encourage them to write 5 more words in English. You might like to help

students recognize English vowel sounds by using the pronunciation videos:

<http://bbc.in/2kurX35>



Track 17

3. Listen to the words and say them after the tape. Listen again and look at the words in Activity 4; circle the words whose meaning you know or can infer.

An option: Motivate your pupils to read the words in the box first. Then, play Track 17 and have students repeat the words. Work with this repetition activity two or three times. Then, focus students' attention on Activity 4 and encourage them to circle the words they know or can infer the meaning of.

Track 17

Listen and repeat.

Antihero, abbreviation, asterisk, alphabet, appendix, analogy, activity, adjective, adverb, asterisk, allegory, anecdote, author, anonymous, antagonist, answer, ask, anthology, apostrophe, autobiography.

Checking Link



4. Read the words aloud and perform the tasks below.

An alternative. Organize the class in pairs. To work with this activity, go task by task. Make sure students know what to do in each one and monitor while they work. Check each task as soon as it is finished before going to the next. Have general feedback sessions to listen to students' comments and opinions. This information will be useful for you to detect and diagnose possible problems, and to take the necessary actions. To perform the activity, write the alphabet on the board in order to help students organize the words.

Answers:

Abbreviation - abreviación. / activity - actividad. / adjective - adjetivo. / adverb - adverbio. / allegory - alegoría. / analogy - analogía. / anecdote - anécdota. / anonymous - anónimo. / antagonist - antagonista. / anthology - antología. / antihero - anti-héroe. / answer - respuesta. / alphabet - alfabeto. / appendix - apéndice. / apostrophe - apóstrofe. / ask - preguntar. / asterisk - asterisco. / author - autor. / autobiography - autobiografía.

Wrap up

The following is a possibility to help students use language to accomplish the final product of the unit.

From A to Z. Write the letters **A** to **Z** in columns down the board (see the illustration). Make sure that there's enough space next to each letter for a word to be written.

A	B	C
Doctor	Engineer	F
G	H	I
J	K	L
Musician	N	O
P	Q	Rockstar
S	T	U
V	W	X
Y	Z	

It is important to consider: Organize the class in two teams. Get each team to name a writer who comes to the front and stands on the board. Each writer will need a different marker or piece of chalk. As soon as you say *start*, students must race to write an appropriate word next to each letter. For example, if the theme is adjectives then, they might write, **Angry**, **Beautiful**, etc. Teammates help by shouting out suggestions and giving spelling tips. Allow students to use any resources they have at hand, such as textbooks and dictionaries. Only one word can be written for each letter so the first person to start writing claims the letter. After a three minute limit or when all the letters have been used, give a point for every word each team has written and praise the winners. If there are any spelling mistakes, elicit the correct spelling from the class.

Student's Book, p. 49

Lead in

As a suggestion: Choose three words from section "b", write them down and use an English-Spanish dictionary. Ask your partner to time how long it takes you to find each word. Check if the meaning you wrote for each word is correct.

Before students work with the activity, you may highlight the way words should be looked up in the dictionary or organized in alphabetical order. Write some examples on the board and encourage students to tell you how to order alphabetically the following words: *Angel*, *Antidote*, *Antique*.

Afterwards, focus students' attention to Activity c. Organize the class into pairs. Encourage students to work in pairs, timing themselves out while looking up for the words in the dictionary. Finally, check the activity together on the board.

Practice Link



5. Read the words in Activity 4 again; complete the sentences, perform the tasks or answer the questions.

You can organize the class into pairs. Invite them to complete the sentences, perform the tasks or answer the questions. Finally, check the activity as a class on the board.

Answers:

a) Asterisk – apostrophe, b) abbreviation, c) adjective, d) antagonist, e) answer, f) An **analogy** compares two things that are mostly different from each other but have some characteristics in common. By showing a connection between two different things, writers help explain something important about one thing by using a second thing you already know about. /**Allegory**: a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one. /**Anecdote**: An anecdote is a short story, usually serving to make the listeners laugh or ponder over a topic. Generally, the anecdote will relate to the subject matter that the group of people is discussing
Read more at: <http://bit.ly/2ytczjm>
Read more: at <http://bit.ly/2CjGcQx>
h - Yes, when he or she wants to escape vulnerability or doesn't want others to know they wrote something specific. Sometimes an author has written about something too intimate, too scary, or too real, and isn't able to bear public scrutiny. / **Autobiography** - a description of somebody's life. **Anthology** - It's a published collection of poems or other pieces of writing.

Checking Link



6. Look at the interaction below. Then, substitute it with other examples.



Before students work with the activity, you can model the question-answer circuit below to give students a basis to accomplish the task required. First, you ask the questions to the students. Then, organize them in pairs so they can practice the circuit. Write some prompts on the board to help students follow a sequence.

Student A: *When is your birthday? / When do we celebrate Mother's Day - Father's Day?*

Student B: *It's August 14th.*

Student A: *Sorry?*

Student B: *August.*

Student A: *How do you spell 'August'?*

Student B: *A - u - g - u - s - t*

Next, you should ask students to read the instructions for Activity 6 and encourage them to work in pairs. Invite them to take turns making questions, requesting something, asking for repetition or for the spelling of a word as in the dialogs in the book.

7. **Choose three English words from your Student's Book you do not know. Use a bilingual dictionary and find the following information: English word, Spanish translation, what part of speech it is.** 

An alternative: Copy the chart from the Students' Book, Activity 7 (twice) on the board. Organize the class in 2 teams. Choose 2 different words from the book and write them down under the English column. Then, to your mark, encourage students to look up the word in the dictionary. The students must find the words, run to the board and write the meaning in Spanish as well as its part of speech. Repeat the procedure with two more words. The winner will be the team with most correct words. Finally, have students do the same in their books.



8. **Each student will use his / her dictionary for this activity. Explore your dictionary carefully and tell your partners what you first find. Next, go to Activity 1 and look for the alphabet letters: What are they for in your dictionary? Is alphabetical order important to find the meaning of a word? Then, see the interactions from Activity 6 and find the meaning of the word: *Book*. What elements do you find next to the word? What does each one mean? Swap dictionaries and do the same process with the dictionary you got.** 

As a suggestion: Ask students to look at the word table in Activity 7 and read the words they have below each heading. Next, focus students' attention on Activity 8. Explain to the students that they will have to look for ten more words in their *Student's Book* and then look up for the: meaning in the dictionary. Ask them to reproduce the model of word table in their notebook, so they can register the 10 words in there.

Wrap up

As a possibility to finish the class:

Catch and spell. You might move tables and chairs so you can clear some space in the classroom. Ask students to form a circle. You will say a word from the ones in the box in Activity 4, page 133, and toss a ball at a student' who will spell it out. If the student, spelled the word correctly, he /she will say another word and toss the ball to another student. However, if the first student does not spell the word correctly, he /she will toss the ball back to you and sit down. Then, you will thrau in say another word and toss the ball to another student.

Student's Book, p. 50

Lead in

9. Read and circle the correct answer.

Before students work with the activity, you can tell them that they will learn how to use other people's points of view to give an opinion about a specific topic. Organize two sets of index cards (big enough for students to be able to manipulate them on the board) with the following information (one card for the word and one card for the meaning):

<i>Parts of speech</i>	<i>Definition</i>
Adjective	Describes a noun.
Adverb	Describes a verb, adjective or adverb.
Antonym	The opposite of a noun, adjective, verb or adverb.
Noun	Names, a person, place, thing or state.
Pronoun	Replaces a noun or noun phrase (e.g. that dog).
Verb	Describes an action.
Synonym	A word having the same or nearly the same meaning as another in the language, such happy-joyful.



An option: Draw two charts on the board with the same headlines as the chart above. Then, tape the cards at random on it. Organize the class in two teams. Then, explain to students that they will be competing by categorizing all the words from the board and matching them. Then, to your mark, encourage students to stand up and do as instructed. The winner is the team with the most correct answers.

Later, you may focus your students' attention on Activity 7 and encourage students to read the sentences and choose the correct answer.

Answers:

b, a, a, c

Finally, you should encourage students to write examples of adjectives, adverbs, synonyms and antonyms in their notebook as instructed in the activity below the tasks. Work with the **Remember!** Section: Ask students to read the information carefully. Encourage them to provide examples.

Practice Link

An alternative: Organize the group in pairs and perform this task: 1) Look for the words: "synonym" and "antonym" in the dictionary. 2) Read their meaning. 3) Say some examples of each one. 4) Write the instructions for another pair, so they can find the meaning of the two words and say some examples. 5) Give the examples to another pair.

Checking Link

- 10. Look at the text and find the meaning of the underlined words in a bilingual dictionary. Then, read the text and answer: Were the meanings of the underlined words necessary for you to understand the text?.**

Before your pupils work with the activity, you may ask them to tell you when they use a dictionary; write their ideas on the board and find out who agrees or who disagrees with each one. Have students give their reasons. Then, draw students' attention to Activity 10. Ask a volunteer to read the instructions. Finally, read the statements aloud, so as to help students know what to expect from the text.

Invite students to read the text along with you. Stop after each paragraph and ask comprehension questions requiring specific details from the text.

Wrap up

The following activity might be useful:

Spelling Game. Students might play in rows. Ask them to choose a name for their row. Write the teams' names on the board to keep a record of the points. Have the go to their verb's list at the end of their book. Urge them to read it carefully. Then, ask students to close their books. Say: *Spend* and ask students to raise their hand if they know how to spell the verb in present and in past tense. If the student spells the word correctly, the team gets a point. Repeat the procedure with other verbs from the list.

Lesson 2. Dictionaries

Student's Book, p. 51

Lead in

- 1. Read and study the following information:**



Before students work with the activity, you can write the following questions on the board: *How often do you use a dictionary when learning English? What kind of dictionary do you use? What kind of information can you find in a monolingual English dictionary?* Organize students into small groups to have a class discussion. After said discussion, elicit some answers from your pupils and write them down on the board. Afterwards, have students take out their bilingual dictionaries and explore them. Ask them to look at the front page and the introductory pages; have them name each of the pages and their content. Then, ask students if they know how to look for words in their dictionary and to tell you how they do it.

Finally, you can have students study the information from Activity 1. Start with the word: *Student*, as in the page, and help them read the information from a monolingual dictionary first. Then, go into the information on a bilingual dictionary. At the end, have students explain what they understood from the aspects considered in a word analysis in Spanish.

Practice Link

As a suggestion: Have students take out their bilingual dictionaries and explore them with a partner. Encourage them to find similarities and differences between both dictionaries. Ask them to look at the front

page and the introductory pages; have them name each of the pages and their content. Then, ask them to look for the word: *Student* and see what they find. Afterwards, have them compare the information from their dictionaries with the one in their Student's Book page.

Next, you can have students study the information from Activity 1. Help them read the information from a monolingual dictionary first. Emphasize on the pronunciation code below the word and have them decode it along with you. Then, check information from a bilingual dictionary. Verify that students understand all the words necessary to comprehend the texts in each square. At the end, have them explain what they understood from the aspects considered in a word analysis in Spanish.

Checking Link

2. Read and match the columns.

You should explain to students that there are different kinds of dictionaries depending on the needs we have and on the use we give to English. Give some examples of people who need English for other purposes: *To travel, to live in an English speaking country, to study or to work.* Ask students to match the information in Activity 2 which refers to the different types of dictionaries.

Answers:

Monolingual dictionary: A dictionary where you can find words. *Bilingual dictionary:* A dictionary where you can find words translated from one language to another. *Picture dictionary:* A dictionary that uses drawings or photos to illustrate what the words mean.

Wrap up

The following activity might help students reflect on how to make sentences:

Dictionaries. You are suggested to bring three dictionaries to the class: a monolingual, a bilingual and a picture one. Organize the class in three groups. Then, assign students a type of dictionary. Write the following words (one by one) on the board: head, paper, school, work. Explain to your students that they will have to work with the word you wrote on the board

according to the type of dictionary they were assigned and register it in their notebooks. For instance: The student with the monolingual dictionary will have to write down the meaning of the word in English. The student with the bilingual dictionary will have to write the meaning of the word in Spanish, and the student with the picture dictionary will have to illustrate the word.

NOTE: After each round encourage students to change dictionaries, so they all have the same opportunities.

Student's Book, p. 52

Lead in



3. Use a bilingual dictionary and find these words. Complete the chart accordingly and discuss the questions below it.



You can have students work with this task before they go into Activity 3. Draw a chart on the board with the following headlines:

Part of speech	Pronunciation	Meaning(s)
----------------	---------------	------------

Then, it is important to explain to students that you will be giving them a word (choose simple words). Then, encourage your pupils to complete the columns and tell them that the first one who finishes will have to shout: *Stop!* Invite that student to go to the board to complete the columns. Then, have them work with the chart in Activity 3.

Answers:

	Parts of speech	Pronunciation	Meaning (s)
Book	Noun Verb	/ bʊk /	<ul style="list-style-type: none"> a written text that can be published in printed or electronic form. reserve
Letter	Noun	/'let.ər/	Message/symbol
Pain	Noun Verb	/ peɪnt /	<ul style="list-style-type: none"> a colored liquid that is put on a surface such as a wall to decorate it. to cover a surface with paint.



Practice Link

Answers:

	Parts of speech	Pronunciation	Meaning (s)
Story	Noun	/'stɔ:ri/	<ul style="list-style-type: none">• a description, either true or imagined, of a connected series of events.• a report in a newspaper or on a news broadcast of something that has happened.
Pain	Adjective	/fæt/	<ul style="list-style-type: none">• having a lot of flesh on the body.

4. Use your notebook and write sentences with the words in Activity 3. Include the different meanings of the words and show your work to your teacher.

You can ask students to use the words from Activity 3 in sentences. Encourage them to use the different meanings and write. Monitor their work closely.

Checking Link

5. Read the following list of abbreviations; match the parts of speech with the examples below. Then, check your sequence with your teacher and find the abbreviations for these parts of speech in your dictionary. Are they the same?



You should invite a student to read a sentence he/she wrote, in the previous activity. Then, ask him/her to focus on a sentence from his/her work. Read the sentence to the class and ask students to say which words from the sentence are nouns, verbs or adjectives. Read the parts of list speech in the chart along with them and have students relate each one with their corresponding abbreviation. Have students identify that one column refers to abbreviations in Spanish and the other in English. At the end, invite them to say the parts of speech in Spanish and to compare both columns.

Afterwards, ask students to read the words below the chart and to match them with their corresponding parts of speech.

Answers:

1-a, 2-v., 3-n., 4-ger., 5-inf., 6-pret., 7-prep., 8-f., 9-adv., 10-m., 11-aux., 12-pret., 13-art., 14-ger.



6. Use your notebook and look for the textual components or elements of a dictionary named in Activities 1 and 5. Make a list of them.



As an option: Refer to your pupils to Activity 5 and have a student to copy the parts of speech from the activity and to refer each part to the abbreviations list in their own dictionary

Wrap up

The following activity might help students reflect on how to make sentences:

The Abbreviation Game. You can organize the class in Team A and Team B and have them use the parts of speech chart on page 137. Tell students that you are going to shout an abbreviation from the chart. Learners from both teams have to run to the board and write down the part of speech that corresponds to the abbreviation. The first student that finishes writing the abbreviation wins a point for the team. Invite a volunteer from each team and start with the game.

Students Book, p. 53

Lead in

7. Read and circle the correct answer.

Ask students to work with Activity 7. Then, write the following sentences on the board:

I have ___ rabbit and ___ dog. ___ rabbit's called Whity and ___ dog's called ___ Rufus.

Then, you might indicate students to complete the sentences with: *a*, *an*, *the*, or *no article (-)*. Check the answers with the class. Next, highlight the following information: *a* and *an* are indefinite articles because they refer to indefinite (not specific) things, but the article *The*, is a definite article which refers to specific people, things, objects.

Write examples of sentences with definite/indefinite articles, examples of number (singular/plural) and gender (masculine/feminine) in your notebook; show them to your teacher.

Answers:

b, a, a, b.

Practice Link



8. Listen and circle the correct alternative in each case.

Track 18

As a suggestion: Ask your pupils to tell you if they know how many sections their dictionary has. If students say no, encourage them to look for all of these, as well as extra information their dictionary has. Invite students to tell you if it is important to know about the sections a dictionary has.

You may name a student and ask him/her to read the questions from *a* to *e*. Ask students to read the instructions for the task and make sure all of the students understand what to do. Play Track 18. Pause the track to give students the chance to understand the information. Check the activity as a class.

Answers:

a-1, b-2, c-3, d-2, e-3.

Track 18

JIM: Hey, Nina... you look awful, what's wrong with you?

NINA: I went to the library today because I had dictionary homework for my Spanish class and I just got really confused with all the different dictionaries I found.

JIM: So...

NINA: So I couldn't do my homework!!! I don't need an English-Spanish dictionary! Mom talks to us in Spanish at home, I know the language!

JIM: I don't agree!!! A dictionary is a fabulous tool for everyone to improve their use of a language. Dictionaries provide definitions, proper pronunciation, correct spelling, syllable division and more information about a word.

NINA: I know, Jim... but all dictionaries are different! Their sections and their abbreviations are different in each case!

JIM: You are right. Our Spanish teacher advised us to choose a dictionary to work with during the

school year and to familiarize ourselves with its sections and abbreviations' list. Why don't you do that?

NINA: Oh! I hadn't understood what you were saying, Jim... That's a good idea... I'll do that.

Checking Link



9. Use the list of components of a dictionary you prepared for Activity 6. Describe each component to your partner. Show him/her each one in your dictionary.



As an option: Encourage students to underline the adjectives and adverbs from Activity 7. Have students order them in alphabetical order in a separate piece of paper. Ask students to include their work in their portfolios.



10. Discuss the following questions.

- How does Nina feel with all the different dictionaries? Why? What do you think about this feeling?
- What is the suggestion of Jim's Spanish teacher? What do you think about it? Give your reasons.

It is important to draw students' attention to Activity 10. Then read the questions aloud and make sure students understand the questions. Encourage learners to talk about Jim and Nina's conversations regarding dictionaries.

Answers:

She feels confused, because she found out that there are different types of dictionaries. / Answers may vary. / To choose a dictionary to work with during the school year and to familiarize with its sections and list of abbreviations. / Answers may vary.

Wrap up

The following activity might be useful:

Freeze! You should these parts of speech on the board and have students describe each one: *Noun, adjective, verb, adverb, pronoun, article, linker*. Move chairs and tables to make space in the classroom and ask students to stand in a circle. Have a volunteer stand in the center of the circle and name a part of speech. When he/she finishes the description, say: *Freeze!* and have students



stay still for sixty seconds. Then, ask: *What part of speech did he/ she describe?* and have students answer. Then, invite another volunteer to go to the center of the circle and perform the activity.

word in a dictionary. Then, explain to students that now they will check the order of the statements by listening to Track 19. Have students compare their answers and check activity as a class.

Lesson 3. Using a Dictionary

Student's Book, p. 54

Lead in

1. Read the sentences in Activity 2 and perform the following tasks:



- Scan the sentences and underline the words whose meaning you do not know.
- Read the sentences with the underlined words carefully and try to guess its meaning from the context.
- Use your dictionary to find the meaning of the words whose meaning you could not guess.

Answers:

7, 1, 6, 2, 4, 3, 5.

An alternative: Draw students' attention to Activity 1. Have students read the sentences from Activity 2 on *how to use a bilingual dictionary* and perform the tasks provided in Activity 1.



2. Read the following sentences on how to use a bilingual dictionary and order them.



As a possibility: Organize the class into pairs. Then, ask learners to discuss how they are supposed to use a dictionary. Elicit some ideas. Next, draw students' attention to Activity 2. Ask your pupils to read the text. Challenge them to put the sentences in order. When students have finished, encourage them to compare their answers but do not give them the correct answers yet.

Answers:

7, 1, 6, 2, 4, 3, 5.



3. Listen and check your sequence.

Track 19

It is a good idea to encourage students to tell you if they remember the steps one has to take for looking up a

Track 19

Number 1. Get your bilingual dictionary and familiarize yourself with it.

Number 2. Select the words from a reading passage whose meaning you need to find in a bilingual dictionary.

Number 3. Select one of the words and read the sentence where it is included to find out what part of speech it is.

Number 4. Find the first letter in the word and look for that letter in the dictionary.

Number 5. Find the second letter in the word you need and scan down the list of word entries until you find your word.

Number 6. See the pronunciation of the word and what part of speech it can be.

Number 7. Read the meanings of the word and check which one matches the word in the specific context of your reading passage.

Practice Link



4. Use your dictionary and ask your partner to time how long it takes you to find each of the following words.

As an option: Encourage students to tell you if they remember the steps one has to take for looking up a word in a dictionary. Then, organize the class into pairs. Invite students to time themselves while looking up for the given words.

Answers:

Bold: strong in color or shape, and very noticeable to the eye. *Italics:* a style of writing or printing in which the letters lean to the right. *Semicolon:* the symbol (;) used in writing between two parts of a sentence, usually when each of the two parts could form grammatical sentences on their own.

Checking Link

5. Look at the printing characteristics and match them with their meanings.

You can tell students that when we write we need to use certain elements to make communication clear. You can use some of the characteristics mentioned in the following link to encourage students to learn more things about punctuation marks:

<http://bit.ly/2kwgQXo> or <http://bit.ly/2zd72dM>

You should read instructions from Activity 5 aloud. Make sure all of the students understand what to do. Then, have them do as instructed. Instruct the students to compare their answers and check the activity as a class.

Answers:

Bold - **dictionary**. / Italics - *dictionary*. / Parenthesis - () / roman type - **dictionary**. / capital - M / hyphen - - / comma - , / number- / period- / semicolon - ;

Wrap up

The following activity might be useful:

Dictionaries for Almost Everything. You can explain to the students that *there are specialized dictionaries for almost everything, particularly for specific fields of knowledge. Add that when a person studies a certain area, like Biology, Chemistry or History, there are many words with technical meanings that students do not know, so dictionaries are very helpful when studying.* Ask your pupils to find on the Internet 10 different types of dictionaries and to print an image of two of them. Invite them to show and tell their lists and images to the class.

Students Book, p. 55

Lead in

6. Read the text and complete the missing information; use the words in the box.



Before students work with the activity, you can have them look at the information about the Timon and Muster's International Dictionary. Encourage them to read the portrait and identify the name of the dictionary, the edition number, the type of dictionary it is, and the special features it contains. Have them

read the two paragraphs about entry words. Motivate students to identify the way: *Pronunciation, grammar points, meanings and examples* are presented. Organize students in pairs and ask them to find words of their preference in their dictionaries. Have them identify the way the elements mentioned in the paragraphs are presented.

Practice Link

As a suggestion: Direct students' attention to the dictionary entry on page 55. Focus on the example and motivate students to read the information in each square. Clarify any doubts they may have. Next, have them read the labels in the box and match them with the parts highlighted with the arrows. Organize students in pairs so they can compare their answers. Finally, have them compare the dictionary entry from their Student's Book with the one in their dictionaries. Help students remember that all dictionaries have guidewords at the top of each page. They help students save time when looking for a word.

Answers:

entry word, pronunciation, grammatical labels, meanings, similar meanings.

Checking Link

Scavenger Hunt. For this activity you will need different kinds of dictionaries for the groups. Organize the following questions in a handout or write the questions on the board:

1. Write the name of the dictionary.
2. What is the first word listed in the dictionary?
3. What is the last word listed in the dictionary?
4. How many pages does the dictionary have?
5. How many pages of words starting with the letter "y" are in the dictionary?
6. Look for the word, head. In addition to being a noun, it is also an _____ and a _____.
7. Look up the word crutch. A crutch is a _____.
8. Look up the word hearing aid. How many syllables does it have?
9. Turn to the C section in your dictionary. What is the first noun that has three syllables?

Then, organize the class in four students groups and encourage them to answer the questions using their dictionaries.

Wrap up

As a possibility to finish the class:

Making Words. You can the class in teams of five students and have them use their notebooks. Write the word: "Dictionaries" on the board. Ask team members to write down as many words as they can by using the letters in the word. They may use their bilingual dictionaries. Allow teams enough time to complete the activity. Then, have students take turns to tell you the words they wrote. The team with the most words, will win the game. Include other words like: *Pronouns, conjunctions, adverbs, prepositions.*

Students Book, p. 56

Lead in



7. Listen to the English Pronunciation Guide and choose *T* for true statements or *F* for false ones.

Track 20

You should ask students to tell you how the words' pronunciation is indicated in a dictionary. Organize the class into pairs. Read the statements together with students and clear up any questions they may have. Play Track 20 for the first time. Students will probably ask why this Track is in Spanish. Tell them that it is important for them to be able to listen to information either in English or in Spanish and to be capable to express their ideas and thoughts in English. Have them listen to the recording again and ask comprehension questions in English. Afterwards, ask them to decide whether the sentences are *True* or *False*. When checking the answers encourage students to explain them, especially those which are *False*.

Answers:

a -T, b -T, c - F, d -T, e -T.

Track 20

Guía para la Pronunciación Inglesa

Generalmente, se utiliza el Alfabeto Fonético Internacional (IPA). Por razones prácticas, este alfabeto se usa de manera simplificada en los diccionarios bilingües. En cada hoja, la pronunciación figurada va entre corchetes, después del vocablo. En primer

término, aparece la pronunciación norteamericana y le sigue la pronunciación británica precedida por una **B** mayúscula en negro. De no aparecer la **B** que antecede a la pronunciación británica, se entiende que el vocablo se pronuncia igualmente en Inglés norteamericano y británico.

Practice Link



Track 21

8. Listen and read the list of words with American and British pronunciation; find the meaning of the words in your dictionary and write them in the corresponding space.

You might ask students to tell you the types of pronunciation a dictionary indicates when looking up for a word. Then, tell students that they will be listening to some words in American and British English. Play Track 21. Pause the tape after each word and encourage students to repeat them. Later, have students look up the meaning of the words in their dictionary and have them write the words in the corresponding space. Then, when students have finished, encourage them to read their answers aloud and correct their pronunciation.

Afterwards, you can have students listen to Track 40 again. Stop it word by word and have them identify the difference in pronunciation in both codes: American and British English. Finally, place the recording again; stop it word by word and have students mention the words in both codes.

Track 21

As an idea: Ask, dance, not, common, response, clerk, want, due, letter, thirty, burrow, course, more, cork, fire, secretary, schedule, leisure.

Checking Link



9. Review the steps to use a dictionary from Activity 2 and the steps to find the word "play" from Activity 6. Compare them and answer: How do you write instructions? Are there other ways to write them?



You should consider to prepare for the task, name two students and ask them to read some of the words

aloud. One student will read the words from the list in American English, the other one in British English. Have the group correct his / her pronunciation if necessary. Then, organize students in pairs. Next, read the instructions for Activity 9 aloud and encourage students to practice the pronunciation of the words in Activity 8. Monitor the activity and assist students when necessary.

Wrap up

As a possibility to finish the class:

Alphabetical Order. You might copy the following words on the board. Ask students to read them carefully, to copy them in their notebooks and to write them in alphabetical order. Tell them that some words start with the same letter, so they should contemplate the second and third letters to categorize them. Ask students to compare their lists with a partner once they finish the activity.

Harvest	mother
distance	itch
escape	disturb
patch	worry
last	pitty
least	morning

understands what to do. Be sure that they all have their dictionaries. Invite them to the playground along with their dictionaries to play the game. Then, have students do as instructed.

Practice Link

2. What parts of speech are the words in the box? Classify them under the corresponding heading in your notebook: Nouns (n), Verbs (v), Adjectives (adj), Adverbs (adv).

You can ask students to make a chart with four columns for these parts of speech: *Nouns*, *verbs*, *adjectives* and *adverbs* in their notebooks. Next, have learners read the words in the box and read them; then, encourage them to spell them out. After that, have students classify the words in the box and write them in the corresponding column in their notebooks. Next, ask them to compare their columns with another pair. Check the activity as a class. Finally, organize the in pairs and have students read the words; make emphasis on the pronunciation of these words.

Nouns	Verbs (v)	Adjectives	Adverbs (adv)
Meaning	look up	Difficult	soon
advice	advice	bilingual	usually
dictionary	avoid	efficient	very
dictionary	see	clever	still
word	hear	right	more
lesson	guess		

Lesson 4. Words and Meanings

Student's Book, p. 57

Lead in



1. Game: Look up! Make groups of five students and number yourselves. Each group should have a dictionary and student number 5 must hold it. Your teacher will say a word and a number. You should pass the dictionary hand to hand in silence to the student with the selected number. This student must look for the word and find what part of speech it is, how it is pronounced and its meanings. He/she will then write all the information on the board. The first student to finish, will get a point for the group. Score the points at the end of the activity to determine a winner.

As an option: Focus students' attention on Activity 1. Read the instructions aloud and make sure everyone

3. Read and find the meaning of the underlined words in a bilingual dictionary.

You should ask students to tell you the things they have learned on the use of the dictionary so far. Then, tell them that they are going to read a text which explains how to use a dictionary. Explain to the students that they will have to read the text and look up the underlined words in the dictionary. Monitor the activity closely.

Checking Link



4. Use a separate piece of paper. Read the text above. Make a list of 8 actions you should follow to find the meaning of English words in a bilingual



dictionary. Ask another pair to help you correct your instructions list, then, require your teacher to edit your work. Make the necessary corrections to your list.

You may ask students to give you, without reading the text, some ideas the text gives to use the dictionary. Then, invite students to write in their notebooks the required actions for finding the meaning of the words in English. Next, ask them to compare their actions with another pair. Finally, include their work in their portfolios.

Wrap up



- 1. Game: Look up! Make groups of five students and number yourselves. Each group should have a dictionary and student number 5 must hold it. Your teacher will say a word and a number. You should pass the dictionary hand to hand in silence to the student with the selected number. This student must look for the word and find what part of speech it is, how it is pronounced and its meanings. He/she will then write all the information on the board. The first student to finish, will get a point for the group. Score the points at the end of the activity to determine a winner.**

Student's Book, p. 58

Lead in



- 5. Make groups of three students and answer the questions below:** 

- How can a bilingual dictionary help you when you study a foreign language?
- What other information can you find in a dictionary?
- How can guide words at the top of the page help you?
- In an English dictionary entry, what do you see after the headword?
- If there are several translations for a word, how can you decide which translation is the correct one?
- Use a separate piece of paper and write the questions above and their corresponding

answers. Ask another pair to help you correct your answers. Then, require your teacher to edit your work. Make the necessary corrections.

It is a good idea to encourage students to tell you as much as they remember from previous lessons. Organize students into groups of three. Read task instructions aloud and have a student read the questions aloud. Encourage students to answer the questions. This activity can be handled as a competition. Explain to students that the team with the biggest amount of correct answers will be the winner.

Practice Link



- 6. Discuss these questions.**

- Do you think it is important to speak English in your community? Why?
- Do you think a bilingual Spanish-English dictionary is useful to you at this time? Why?
- Read the following statement: "Do not assume that the first word you find will be the correct word." What do you think this sentence means? Is it important to consider this statement? Why?

As an alternative: Re-read the text from Activity 4, aloud. Make sure you make some mistakes while reading it and ask students to correct you if there is anything incorrect. Make emphasis on paragraph three so as to help students answer question c from this activity. Later, organize the class into pairs and ask students to answer the questions. Finally, invite students to compare their answers with other pairs.

Checking Link



- 7. Look at the photographs for the words: Roast and walk. Read the sentences below each word and write what part of speech the word in each sentence is. Then, answer the questions below the boxes.**

Later, have a student read the instructions from Activity 8. Make sure all students understand what to do. Monitor the activity and check as a class.

Answers:

roast - adj , roast - noun, roasted - verb / walk - verb, walk - noun, walking - adjective

- What part of speech are the words above? Mention examples along with the words.
- Read the sentences and write what part of speech the words is in each case.
- Use the Internet and go to Google, click on language tools and find how many definitions for the words "roast" and "walk" they offer. Write other examples in your notebook.

Wrap up

The following activity might be useful:

Pictionary. You can organize the class in two team. Invite a member from one team to come to the front. Explain that you will whisper a word to him / her, so he / she can draw a picture of it on the board. His / her team will guess the word within sixty seconds. The team gets a point for each word they guess. When time is up, invite a member from the other team to guess the word. The team with the most points wins the game. Use vocabulary from previous Units.

Student's Book, p. 59

Lead in



8. Game: Words, Words! Make groups of 5 students. Choose a captain and a volunteer. The captain begins by saying the alphabet slowly and the volunteer stops him / her at some random time. Then, the captain names a part of speech and the volunteer says an appropriate word that begins with the letter he or she was on when stopped. C: Noun - coach. If the word is correct, the volunteer takes the place of the captain and invites another groupmate to be the volunteer.

As a suggestion: Organize the class in groups of five students. Then, read the instructions for Activity 9 and be sure students understand the procedure for the game. Help each group name a volunteer and a captain and have them play the game. Model the activity with an example before. Then, monitor the groups and assist students, if necessary.

Practice Link

Reading Book
Facts about Bilingual
Dictionaries



9. Read pages 33 to 43 in pairs and perform the following tasks.

You can write on the board: *Facts about Bilingual Dictionaries!* Have students say what they remember about the text in their **Reading Book**. Then, ask the class to complete the tasks required. Focus students' attention to Activity 9 and read the instructions for each task with the class. Have the work with each one in detail. Then, read the instructions from Activity 9 one by one. Have students work on each task and check answers as a class. Monitor the class and assist students, if necessary.

Answers:

e) 1. Take your bilingual dictionary, 2. Go to the language section you need, 3. Take the first letter in the Word and look up that letter in the dictionary, 4. Find the guide words, 5. Take the second letter in the word you need and scan the list of word entries, 6. Scan the different definitions and choose the one that matches the context of the word "time/times". f) A dictionary is a reference book for defining words and phrases. The main difference between a monolingual dictionary and a bilingual one is that the first one focuses on information and the second one, on equivalences. Tips on how to improve the use of a dictionary. Learners who are learning a new language should:

- Look for the meaning of an English word they see or hear.
- Find the English translation of a word in their language.
- Check the spelling of a word.
- Check the plural of a noun or past tense of a verb.
- Find out other grammatical information about a word.
- Find the synonym or antonym of a word.
- Find out how to say a word.
- Find examples of the use of a word in natural language.

First, check through all the meanings and find the one that makes most sense in the context where you found the word. Second, if you really want to make sure, think what the word is in your own language and look it up in a bilingual dictionary. If one of the English translations is the original word you looked up, then you can be satisfied that you have found the right meaning. /Open Answer.



10. Analyze the information from Activity 1, p. 51. Use your bilingual dictionary and a separate piece of paper. Look for the word: *Edit* and discuss the elements you find about this word; then, make a diagram similar to the ones on page 51 to show the elements. Compare your diagram with those of other pairs.

Copy the following sentence on the board:

A dictionary is a very important _____ for anyone who is _____ a new language.

Tool/learning-instrument/acquiring

As an option: Explain to students that this sentence was taken from the article they have just read and that you deleted two words from the original. Those words were Tool/learning. Encourage students to look up for synonyms to these words and complete the sentence. Later, organize the class into pairs. Focus students' attention of Activity 10. Read the instructions aloud and make sure students understand. Monitor the activity and assist students. Check activity as a class.

Checking Link



11. Use a separate piece of paper. Write some sentences about the most relevant aspects to consider when you use a dictionary. Ask your teacher to help you correct your work. Remember that persons with expertise as teachers, can edit texts.



As a suggestion: Ask students to tell you what the text was about. Elicit comments from students. Then, draw your pupils' attention to Activity 11 and encourage them to summarize the most relevant aspects to consider when using a dictionary. Monitor the activity and assist your learners. Check the activity collectively.

Wrap up

As a possibility to finish the class:

Hot or Cold. You can use a small object from the classroom: *an eraser*, for example. Hold it in your hand so they can see it. Next, ask students to close their eyes while you hide the eraser. Tell them to open their eyes and choose three of them to look for the hidden object. Let students know how close or far they are getting by saying: Hot/Cold. When they find the eraser, they should say: *It's an eraser!*, for example.

Check Back

This section is part of the evaluation proposal of **English Links 1**. It is very important that you consider these elements when working with it:

- a) Organize the class in small groups of three students. Have them look at the pages of the four Lessons of

this Unit. Encourage them to take notes of those elements they found difficult and to identify the doubts they may have. Then, invite each group to talk about their doubts and clarify them with examples on the board.

- b) Ask students to identify the two pages for the Check Back of this Unit. Work with the activities of one page at a time. Read the instructions for each activity along with the group and invite them to follow them. They will have to accomplish some of them in pairs, so monitor their work to organize them when required. In some cases, they will also have to listen to a track to fill out a chart or a written activity. Be aware of the recordings.
- c) As the Check Back is an evaluation activity, it is important that students work with these written tasks independently. You should monitor their work, but don't correct their performance or give extra help to complete the tasks.
- d) Once students finish completing all the activities, correct their work. Circle their mistakes and ask them to correct each one. Then, give a mark for their performance according to the number of mistakes they had.

Answers:

Activity 1.

Nouns: tips, entry, alphabet.
Verbs: assume, relate, check.
Adjectives: old, fast, good.
Adverbs: never, easy, soon

Activity 2.

Answers may vary.

Activity 3.

art. – article /adj. – adjective /f. - feminine /prep. – preposition /aux. – auxiliary /adv. – adverb /irr. – irregular /pres. – present tense

Activity 5.

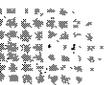
Noun – No, thanks. You have toast every day. Why don't you try some watermelon? /Noun – Ladies and Gentlemen, I'd like to make a toast to congratulate my lovely wife for this delicious meal. For you, Martha! Cheers! /Verb – Man, Did you just toast my piece of bread?

Verb – We were in debt for some time. Now we've sold it in order to buy our son a Minivan. /Noun – That's a really cheap buy for the available prices found in this decade.

Verb – You may have bought peace from them, but now you have to buy all sorts of useless products.

Activity 6.

Entries / verbs / nouns / adjectives / way



Activity 7.

variety: variedad/contain: contiene/translate: traduce/equivalent: equivalente/abbreviation: abreviación/difference: diferencia

Activity 8.

bilingüe: bilingual/contexto: context/título: title/explicar: explain/sección: section/información: information

Product Link

The Product is the most important element in the proposal of **English Links 1**. It both determines and organizes the Achievements and Teaching Guidelines of each Unit. Students are exposed to different tasks in which they have plenty of opportunity to work with the social practices of the language required by the current order to build the necessary tools to accomplish the Product at the end of the Unit. Therefore, it is important to consider the following elements while working with the Product in the case of each Unit.

- Motivate students to read the Product page at the beginning of each Unit, so they know what they are expected to do. Help them understand which tasks throughout the Lessons are useful elements for the Product.
- At the end of Lesson, have students read the Product page again, emphasizing on the "Materials" section. Encourage them to get the necessary items to work out the tasks indicated on the Product page.
- Read the instructions for the tasks indicated on the Product page. Ask students to work out with each one. Tasks may require individual, pair or small groups work. Check every task students perform so they can gather them to have a final result.
- All tasks include a "show and tell" part, so motivate your students to get the necessary material and have the proper rehearsing to present their work to the class or to guests they might invite.
- At the end of the "show and tell" session, have a reflection moment with the students. Ask for their performance as a group and for their individual work as well. Along with the students, think about the things you can improve for the following "show and tell session".

Games Bank

You can use or adapt these activities to break the ice or call student' attention, when necessary:

Sound of Vowels. Prepare vowel cards on 5 separate cards. Make the letters as big as possible. Display vowel cards around the classroom. Organize the class into Team A and Team B. Ask for two volunteers, one per team. Say the vowels aloud. Then, say: *Math*. Ask volunteers to run and find the vowel card that shares the same vowel as the word you called. Give a point to the volunteer's team that finds the card. Repeat the same process with: *Skin, fox, sick, red, ant, pig, tortoise, soldier, umbrella*, etc. Add up points at the end of the activity to determine a winner.

Crossword Puzzle. Write the words: *dictionaries, adverbs, adjectives, nouns, verbs, synonyms, and antonyms* (You can add more words so as to challenge students, if you want) on the board. Organize the class into groups of three or four. Then, ask learners to create a crossword puzzle on the board (demonstrate how to do it with a word of your selection). Explain to students that the only rule to the creation of crosswords is that words should not be together. A space should be left in between words. When students have finished, invite them to compare their crosswords with other teams (See possible solution below).

Stop, Stop! Organize the class into Team A and Team B. Ask students to create a grid with the following headlines:

Name	Animal	Object	Food or Drink	Place
------	--------	--------	---------------	-------

Then, explain to the students that you will be thinking of the alphabet. Anybody from either team can shout: *Stop!* You will have to tell both teams the last letter you said before the students stopped you. Then, encourage both teams to work out the categories for the same letter. Invite students to use the dictionary to complete the task. The first team in finishing will have to shout: *Stop 1!, Stop 2!* Count down still number 10. That way' the other team will have the chance to complete its chart. When both teams are ready, check teams' answers. If answers are not repeated' award 100 points per answer. If they are repeated, award just 50. Ask students to keep record of their points. The winner will be the team with the most points. Repeat the procedure as many times as you consider appropriate.

Dictionary Mysteries. Copy on the board or write on index cards the following questions:

- What type of animal is an X-Ray Tetra?
- A Xilophone is a musical instrument. Would you play it or blow into it?



3. If you were on a dory, what type of vehicle would you be riding?
4. Is a Moa a car?
5. Does a Dingo look like a wolf, a fox, or a horse?
6. On what part of your body would you wear clogs?

Then, organize the class in teams of four students and encourage them to answer the questions. Students should use their dictionaries to answer to questions. The team with the biggest amount of correct answers will be the winner.

Answers:

1. Fish / 2. play it / 3. a boat / 4. no, it's a bird / 5. looks like a wolf / 6. on your feet.

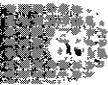
Synonyms. Organize some index cards with the following words:

A	B
eager	Enthusiastic
jinx	curse
ignore	disregard
independent	Autonomous
tidy	neat
flexible	pliable
function	operate
determine	resolve
definite	precise
artificial	fake

Organize the class into team **A** and team **B**. Provide each team with their set of words. Explain to students that they will have to get together as a team and make sure of the meaning of their words. When students are ready to continue, tell them that they will have to find the synonym to their words. Ask team **A** to go to the board, tape the first word, explain to the other team the meaning of said word and a student from team **B** will have to stand up and match the word with the correct synonym. Repeat the procedure with the rest of the words, alternating the turn of teams so everyone has the opportunity to speak and explain the meaning of their words. Explain to students that the winner will be the team which makes fewer mistakes while matching the words.

Teaching Tips

- The more you expose your students to the target language, the better. Occasionally, speaking Spanish may be necessary, but a lot of the time, it is not. Immersing your students in the target language helps them use it more independently and this can lead to increased confidence and better vocabulary.
- It is always a good idea to make sure students understand what is expected of them, especially in an activity in which they have to do exactly as instructed. Explain that if in an exam they don't follow the instructions, it won't matter whether the answer is correct or not. If the indication is to circle the correct answer, they must follow the instructions exactly.
- Backtracking vocabulary while you tape it on the board will give the chance to those "weak" students to learn or recall the vocabulary better.
- Explain to the students that dictionaries always offer different options to a word or entry so as to help the user to find the best alternative in meaning to the word, and decide on its meaning according to the context.



Unit 4 • About Silent Movies

Lesson 1. Movies

Student's Book, p. 65

Lead in



1. Discuss the following questions. Share your information with other classmates.

You may write the word: *Movies* on the board and ask children to say what it means and which genres they know. Write this list on the board: *Science fiction, Historical movie, Western, Horror movie, Action movie, Comedy, Musical, Love story, Cartoon*. Have learners read the genres and give examples of each one. Then, organize the class in pairs and have students answer the questions. Answers may vary.

Practice Link



2. Can you name a film for each category listed below?

You should have learners look at the list of movie genres and motivate them to read them taking turns. Next, have them name movies under each heading. Motivate students to find examples of the different genres on the Internet. Then, organize the class in pairs, so they can come up with examples of each movie genre. Encourage children to look for movie names in English on the Internet.

Checking Link

3. Jim is working on a homework task. Help him order the steps to make a movie. Use numbers from 1 to 6.

- ___ First, the director has to develop an idea for the film.
- ___ Finally, the director and the producer have to put the separate pieces together and add the soundtrack.
- ___ He / She has to tell his / her idea to a scriptwriter, so that he / she can write the script.
- ___ When the script and the money are ready, the producer and the director have to look for a location or locations

for the movie, actors, actresses and a costume designer.

- ___ After that, the producer has to get the money to make the movie.
- ___ When they have all these things, actors and actresses start filming under the director's supervision.

With the students you can, read the steps to make a movie. Clarify any vocabulary difficulties and have children read the steps in pairs. Then, motivate the class to order the steps. Check the answers as a class.

Answers:

1, 6, 2, 4, 3, 5.



4. Talk about the different jobs needed to make a movie.

One possibility: Write these words on the board: *Director, producer, scriptwriter, choreographer, costume designer, sound designer, photographer, actors - actresses*. Have learners read each one chorally and individually. Then, invite them to explain what each person does. Finally, organize the class in pairs so they can ask and answer questions about people making movies.



5. Identify the film categories one can find. List them. Then, compare your list with that of a partner.



Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Words. You will need scissors and a plastic bag for this activity. You should prepare 18 strips of cardboard (5 cm. wide) and write the following words with a black marker: *Director, producer, scriptwriter, choreographer, costume designer, sound designer, photographer, actors, actresses, Science fiction, Historical movie, Western, Horror movie, Action movie, Comedy, Musical, Love story, Cartoon*. Invite children to the playground and have them make a circle; sit them on the floor around you. Show the strips to the students and help them read and spell each one chorally and individually. Then, pick up a strip. Show it to the students and cut the letters out; put them in the plastic bag and shake it. Take the letters out and ask learners to help you put them together in order to form the word. Follow the same procedure with the other strips.

Student's Book, p. 66

Lead in



6. Listen to Track 22 and discuss these questions: *Does Jim like movies? What job does he consider he may do in the future? What about Nina?*

Track 22

As an option: Tell the students that they are going to hear a conversation between Jim and Nina about what they want to be in the future. Play Track 22 and ask students to listen to the recording twice. Elicit answers from your leanness and encourage them to elaborate on their answers.

Answers:

He loves movies. / He wants to become a director. / She is not sure.

Track 22

JIM: I love movies ... I may become an actor.

NINA: An actor? You are too shy, Jim.

JIM: Yeah! I guess you are right, Nina. I might become a director, then. I have good ideas and I like to supervise people when they work.

NINA: That's true.

JIM: You could be a scriptwriter, Nina.

NINA: Mmm ... I don't know. I like movies, but I am not sure if I could write scripts for movies ...

Practice Link



7. Listen to Track 22 again and along with your partner, write down the sentences with the words **might** and **could** you hear. Then, answer these questions.

You might focus students' attention on the activity. Read the questions aloud and ask students to underline the modal verbs in the transcript. Then, ask: *Do modal verbs refer to the present or to the future in the sentences you read? How do you know?*

Answers:

- a) Need.
b) Yes, because Jim suggests Nina could be a scriptwriter.

Checking Link

Reading Book
Dracula and Frankenstein
The Beginning



8. Read pages 45 to 56 in pairs and perform the following tasks.

As an alternative: Write on the board: *Dracula and Frankenstein: The Beginning*. Have students say what they remember about the book. Then, ask the class to work with their Reading Book and complete the required tasks. Consider that children should understand the general facts of the story about Dracula and Frankenstein. After they read the story pages in Activity B, introduce comprehension questions for the whole class. Emphasize details of Frankenstein's story. Then, have students identify and underline the verbs in past tense in the story pages. Write them on the board to help learners build sentences and answers in further activities about the text. Answers may vary in the five sections of the task.

Gothic fiction, which is largely known by the subgenre of **Gothic horror**, is a genre or mode of literature and film that combines fiction and horror, death, and romance at times. Frankenstein is considered Gothic fiction.



9. Read the sentences from Activity 3 and name the persons needed to make a film. Then, write a paragraph to describe the process to make a film.



Wrap up

A possibility to help students work with the text in their Reading Book:

Summarizing. You can ask students to focus their attention on Frankenstein's story and read the book pages about it again. Have them work in pairs and ask and answer questions about him. Then, motivate learners to write a summary of his story considering the most important details. Help students correct their errors and invite some pairs up front to read their summaries.

Student's Book, p. 67

Lead in

10. Move the chairs and tables, and ask the students to stand in a circle and perform the following tasks: Move their

hands *slowly, rapidly, gently, gracefully, angrily, patiently and softly.* Do the activity again including your legs and head.

As a suggestion: Before you introduce the activity, write these words on the board: *slow, rapid, gentle, graceful, angry, patient, and soft.* Have students read and spell each one; clarify meaning when necessary. Next, encourage learners to identify what part of speech they are and to give examples with these adjectives: *Frankenstein was an angry person. He was never graceful with his movements. He was slow with all his movements. He was not gentle.*



11. Complete the chart. Find similarities and differences between adjectives and adverbs. How are adverbs formed?

You might have students follow the instructions and complete the chart first and then, help them reflect with this sequence: Write the words *Adjectives* and *Adverbs* on the board. Then, elicit students to tell you the differences between them. Write two examples on the board to help them: *Frankenstein was not a gentle man. Frankenstein could not move gently.* Have children identify that an adjective describes a noun (Frankenstein) and an adverb describes a verb (movement). Finally, encourage students to compare their answers in pairs.

Answers:

Adjectives - slow / gentle / angry. **Adverbs** - rapidly / gracefully.

Practice Link

12. Look at the text and cross out the correct option.

You should ask students to look at the options and describe the way they identify texts in newspapers, dictionaries and magazines.

Answers:

A dictionary



13. Read the text and describe each type of adverb.

You might read the text along with the class and work with each dictionary entry. First, have them discriminate what an adverb is and help them provide

examples. Then, work with the different types of adverbs in the same way. Afterwards, have them copy the dictionary entries in their notebooks with some examples of adverbs and types of adverbs.

Checking Link



14. Make groups of five students. One student says a category; the other four come up with sentences taking turns.

As an alternative: Organize the class into groups of five. Ask students to keep their books closed, Taking turns, ask them to call out the adverb type while the other students provide examples of the given entry.



15. See the list from Activity 5 and the paragraph from Activity 9. Discuss: What elements are necessary to make a film?



You can explain to the students that they will have to write down in their notebooks, five sentences using adverbs. Encourage students to use an example from each category. Tell students that when they had finished, they should check if their sentences were correctly spelled, written and organized.

Wrap Up

As a possibility to finish the class:

Tic - Tac - Toe. Prepare 15 sentences on paper slips using the adverbs. Number the paper slips on their backside. Then, draw a "tic - tac - toe" grid on the board and tape the slips of paper on the grid (one for each space). After that, organize the class in two teams. Explain that in order to score a nut (O) or a cross (X) they need to choose a number. You will read the sentence aloud and the team in turn will have to mention the adverb and its category. For example you read: *I never go to the park at night.* They say: *The adverb never and it's an adverb of frequency.* The winner is the team which scores a horizontal, vertical or diagonal line.

Movie Going

- (1) *How often do you go to the movie theater?*
- (2) *Who do you usually go with?*

Best Films

- (1) *What is the best film you have seen recently?*
- (2) *Who was starring in it?*



Worst Films

- (1) *What is the worst film you have seen recently?*
 (2) *Who was starring in it*

Horror Films

- (1) *Do you enjoy horror movies?*
 (2) *What is the scariest movie you have seen?*

Best Actors / Actresses

- (1) *Who is the best actor?*
 (2) *Who is the best actress?*

Lesson 2. Silent Movies

Student's Book, p. 68

Lead in



1. Listen to the conversation on Track 23 and order Charles Chaplin's life events. Use numbers from 1 to 5.

Track 23

An alternative to work out the activity: Before doing the activity, ask students if they know who Charles Chaplin was. Have them look at his picture at the bottom of the page and tell them that Charles Chaplin was a comedic British actor who became one of the biggest stars of the 20th century's silent-film era. He went on to become a director, producer and actor of different silent films like *City Lights* and *Modern Times*. Encourage learners to find information about him on the Internet.

Next, ask students to listen to the conversation between Nina and Jim and find information about Charles Chaplin. Play Track 11 and make sure to pause it to give students the chance to find the required information. Check the activity together.

- ___ He acted for the first time when he took his mother's place in a representation.
 ___ His father died when Charlie was a little boy.
 ___ Charles Chaplin was born in 1899 in a poor area of London.
 ___ Chaplin became one of the biggest silent movie makers.
 ___ His mother was an actress, but she was always sick.

Answers:

4, 2, 1, 5, 3.

Track 23

NINA: I can't sleep, Jim. Can you turn your light off?
JIM: Mmm ... I'm reading ... I have to finish my homework.

NINA: Oh! ... Are you still with the Silent Movies book?

JIM: Yeah! I'm reading about Charles Chaplin ...

NINA: Who was he?

JIM: He was a British actor who became one of the biggest silent movie makers. He was born in 1889 in a poor area of London and had a lot of problems growing up.

NINA: Oh! What happened to him?

JIM: His father died when he was a boy and his mother was always sick. She was an actress, too. Charlie had his first performance when he took her place in a play because she was voiceless. Imagine, she couldn't talk!

FATHER: Jim! Nina!! Go to sleep, please ...

JIM: Yes, Dad.

Practice Link



2. Read the dialog and complete the blanks with a word from the box. Then, use your notebook to answer the questions below the dialog.

You can draw students' attention to Activity 2 and tell them to read the dialog first. Then, ask them to look at the words in the box. Organize students in pairs, so they can read the dialog taking turns and complete the missing blanks accordingly.

Answers:

mother / actor / movies / music / moved / married / died / sleep.

Ask students to make sentences about Charles Chaplin and to write them in their notebook. Monitor students' work. Then, have them answer the questions below the dialog.

- a) How did Charlie discover he liked acting?
 b) How did people make movies sat that time?
 c) What can you say about Charlie's infancy?
 d) What happened to him as an adult?

Answers:

- a) Because his mother lost her job and he had to work.
 b) With gestures and pantomime.
 c) He acted for children. He got married, had 8 children, and then died in 1977.

Checking Link

3. Read the dialog with a partner taking turns and check your answers.

You can organize the class in pairs and ask students to read the dialog and check their answers. Then, ask them to swap pairs so they can practice oral reading. Move around and check students' stress and intonation in the questions, case. Then, ask learners to identify and underline the adjectives and adverbs in the text.



4. Write five sentences with information about Charlie Chaplin. Mime your sentences to a partner.



You might ask students to give you some examples of linkers and write them down on the board. Elicit information about Charles Chaplin's life. Write a few prompts on the board and motivate students to use them to write their paragraph. Make sure you give them enough time. Collect the compositions, mark them, and give them back to students for them to be able to notice their mistakes.

Wrap up

As a possibility to finish the class:

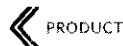
Stop! Take the group to the playground. Form a circle and play classical music on the CD player. Have children walk around the playground listening until you stop the music. You will say: *Stop!* They should try to find a partner and stand facing each other. Ask students to remain in the same position while you count to 20. Repeat the activity several times.

Student's Book, p. 69

Lead in



5. Make groups of five students. Look at the following internet site and perform the tasks below.



You might ask students if they found information on the Internet about Charles Chaplin and have it shared with the class. Then, draw the students' attention to the website provided in the Student's Book:

<http://bit.ly/2wQaBCP>

As a possibility: Encourage learners to watch the movie and pay special attention to what is happening, since

this is a silent movie and body movements express a lot. Ask for comprehension and motivate students to help you build the story with words. Then, have students answer the questions in Activity a.

- a) Answer these questions: *How many characters are there in the story? What role does Charles Chaplin play? Where are the characters? Do the firemen stay in the same place? How many scenarios are there? What objects can you see in the different scenarios? Is it a tragic story? Is it a comic one? Why?*

Answers:

10/He is the fireman. /In different houses which are getting burnt. /No. /2. /A carriage, houses and horses. /No, Is it a comic one. /Yes. /Because its intention is to make people laugh.

- b) Order the sequence of events. Use numbers from 1 to 6.

You can encourage learners to watch the movie again and pay special attention to details. Next, invite them to tell you what they remember about the movie. Then, have them name the events of the story and write them on the board. Finally, have students read the list of events in Activity b and order them. Check the answers together.

Answers:

1, 2, 3, 5, 4, , 6.

Practice Link



- c) Look at the internet site above once more. Say: What happened at the beginning of the story? What happened in the middle? What happened at the end? Then, use a separate piece of paper to write your answers.



As a possibility: Have the class watch the movie again and ask about the characters and the setting. Then say: *What was the problem in the story? How did they solve it? Afterwards, have them identify how it started, what happened during the story, and how it ended. Elicit linkers from students and write them on the board. Distribute separate pieces of paper and ask students to write a paragraph answering the questions in activity c. Give learners some time to write their paragraphs.*

Collect their papers, mark them and give them back to the students for them to be able to notice their mistakes.

Checking Link

- d) Take roles and mime the sequence of events. Do not use words, only body gestures and mimic. Show your story to your teacher and ask him / her to help you correct your movements.

Encourage learners to work in pairs so as to retell the story by miming it. Students may feel shy to perform this activity. Choose volunteers who might have miming abilities and remind your students of the importance of "respect" in the class. Stop laughing in case it appears. Work with the **Remember!** section: ask students to read it and to give examples that illustrate the information.

Wrap up

The following activity might be useful:

Two letters. Students are given two letters of the alphabet and they must come up with a word that includes both of those letters. If the letters are "f" and "l" for example, the student will say "F plus L = ..." and then, finish with a word like "film". Another person has to do the same in a shorter amount of time. Then, choose two other letters and follow the same procedure with the entire group.

Student's Book, p. 70

Lead in



6. Make groups of four students and perform the following tasks.

One option: Prepare printed photographs for the words: *cook, fireman, policeman, truck, hose, put out* (extinguish). Show them to the class and have students say the words chorally and individually. Explain that they are going to read a story in which these elements take part, so help them predict what the story is going to be about by looking at the picture on the page. Elicit some ideas from students before they read it.

Practice Link



- a) Read the story below.
- b) Answer these questions on a separate piece of paper: *Who are the characters? Where does the scene take place? What happens at the beginning? What in the middle? What happens at the end?*



You might ask the questions aloud and explain any emerging doubts. Ask your students to read the story again and answer the questions. Check the answers together.

Answers:

A cook, a policeman and a fireman. / At a restaurant. / A policeman and a fireman were at a restaurant and the cook shouted: "I see a fire". / The policeman and the fireman helped the cook. / The cook helped the fireman and the policeman put out the fire.

Checking Link

- c) Perform a mimic activity.

You can divide the students into teams of four. Explain to them that they are going to pretend to make a movie, so they will take different roles: one student will be the director and the other three, the actors or actresses. They will work with the *Working Together* text they have just read. First, read the instructions and make sure students understand them clearly. Next, have them perform each text. Finally, organize a show session.

Wrap up

As a possibility to finish the class:

Charades. You are suggested to ask your students to look for movie names in English on the Internet. Then, organize the class in four groups and invite them to play "Charades" with titles of movies. *Harry Potter, Back to the Future, A Cinderella Story*, for example. Share with the students some common mimes you can use in this game: putting one or two fingers behind to indicate "sounds like", holding up the right number of fingers in the air to show how many words a title has, holding the right number of fingers against the forearm to show how many syllables a word has, and pinching thumb and first finger together to indicate small words. Then, have a team member think of a movie and mime it for his mates. Have teammates guess the title of the movie through the mimic his/her mate makes. Then, change roles.

Lesson 3. A Sitcom Genius

Student's Book, p. 71

Lead in

One option: Tell students that they are going to read a text, but before they need to understand some words. Later, explain that they have to guess the meaning of the words by matching them to their corresponding meanings.

1. Read the text and perform these tasks.

You should motivate students to look at the text and identify the character through the illustration. Have them say the information they know and later, tell them that Mr. Bean is the protagonist in the comedy series of the same name. The character is performed by the British actor Rowan Julian Bean. Mr. Bean is a slow-witted and sometimes ingenious, selfish man who performs unusual schemes of everyday tasks.

- a) Look at the underlined words and find their meaning in a bilingual dictionary.

Pantomime	Person or other being in a story.
Sitcom	Actors expressing through gestures and mimic.
Episode	Situation comedy related to everyday scenarios.
Character	Chapter
UK	United Kingdom

You can read the text "Mr. Bean: A Sitcom Genius!" along with the class. Ask general comprehension questions and motivate them to perform task a.

Answers:

Pantomime - actors expressing through gestures and mimic. Sitcom - situation comedy related to everyday scenarios. / Episode - chapter. / Character - person or other being in a story. / UK - United Kingdom.

- b) Read and discuss the following information. Then, read the text on page 70, activity 6 and say what the general meaning and the main ideas of the text are.

Practice Link

- c) Answer the questions below the text in your notebook. Compare your answers with those of a partner's.

1. Who was Charlie Chaplin?
2. Where is Rowan Atkinson from?
3. Is Mr. Bean a sitcom made for television?
4. Which prizes has the Mr. Bean series won?
5. How many episodes of the Mr. Bean animated series are there?
6. How did the animators capture Mr. Bean's movements?

As a suggestion: Before reading the text again, ask students to tell you who Mr. Bean is. Then, ask them to tell you if they have watched his movies. If they do, have them tell you some of the titles of, his movies and to describe them. Then, read the statements from Activity b aloud and explain any word students don't understand. Check the activity as a class, encouraging students to elaborate on their answers, if possible.

Answers:

- a) An actor.
- b) England
- c) Yes.
- d) The International Emmy and Golden Rose of Montreal.
- e) 26.
- f) Mr. Bean acted out every episode in front of cameras and the animators captured his movements.

Checking Link



2. Go to p. 69. Look at the internet site from Activity 5 again and describe it for your partner. Then, identify the general meaning as well as the main ideas in it. Finally, write them on a separate piece of paper. Compare your information with that of another pair.



Wrap up

The following activity might help students use language in a communicative way:

Writing compositions. You can distribute separate pieces of paper. Ask students to give you some examples of linkers and write them down on the board. Elicit from students information about Mr. Bean. Write some prompts on the board and motivate students to use them to write a composition about him. Give learners some time to write their compositions and remind them to use linkers. Collect their papers, mark them and give them back to your students for them to be able to notice their mistakes.



Lead in



3. **Make groups of five students. Look at the following internet site and perform the tasks below if you do not have internet access, organize a performing activity: Get a list of the ingredients to make a sandwich. Bring them to the class and mime the steps to make it. Write the steps and make another group to help you correct your work.**

As an option: Before you introduce the activity, ask students to tell you if they like sandwiches and what their favorite kind of sandwich is. Then, ask them if they know how to make it. Challenge learners to tell you, step by step, how to make this sandwich. Later, explain that they are going to watch a video in which Mr. Bean makes his own sandwich.

Organize the class into groups of five. Then, draw student attention to the website provided in the Student's Book:

<http://bit.ly/ljoAgYy>

You might encourage learners to watch the movie and pay special attention to what is happening' since this is a silent movie and body movements express a lot. Ask for comprehension and motivate students to help you build the story with words. Then, have students answer the questions in Activity a.

Practice Link



- b) Use a separate piece of paper. Make a list of 20 objects you see in the video. Use a bilingual dictionary, if necessary. Then, compare your list with those of a partner.

One possibility: After watching the video, ask students to write in their notebooks 20 objects they can remember from the video. Encourage them to use their dictionary to check for any word they don't know and to compare their answers with a classmate. Monitor the activity, providing assistance.

Answers:

water bag / a bench / a sock / a bag /
butter / a loaf of bread / scissors / ties / a waste bin / a
watch / a fence / trees / a belt / shoes / an ID / a drinking
fountain / lettuce / houses / a jar / fish (sardines) / a
glass / pepper / books / a baby's bottle.

- c) Watch the video again and number the events in the order they occur. Use numbers from 1 to 12. Then, check your answers with those of a classmate.

You should encourage learners to watch the video again and pay special attention to details. Next, invite them to tell you what they remember about it and to mention the steps Mr. Bean followed to make his sandwich; write them on the board. Then, read the statements from the activity aloud and ask students to put them in order. Monitor students' work and provide assistance when necessary. Finally, check the activity together and have students read the steps in the correct order.

Answers:

3. 4, 1, 2, 5, 6, 9, 7, 11, 8, 12, 10

- d) In your notebook, write the steps Mr. Bean took to make a sandwich. Use linking words: *and then, after that, next, finally*. Ask your teacher to help you correct your work.

Checking Link



4. **Write 10 sentences about Mr. Bean making a sandwich. Include adverbs in your sentences.**

As an alternative: Before having students write their sentences, ask them to help you write the list of ingredients that Mr. Bean used to make a sandwich. Write the list on the board and elicit for some adverbs of manner and frequency that might help students write their sentences. Then, organize the class in pairs, so they can mention the steps Mr. Bean followed to make his sandwich. Finally, have students write their sentences.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Words. You will need scissors and a plastic bag for this activity. Prepare 12 strips of cardboard (5 cm. wide) and write the following words with a black marker: *bread, ham, butter, cheese, lettuce, sock, fish, jar, tea, milk, pepper, baby bottle*. You should invite your group to the playground and have them make a circle; sit them on the floor around you. Show the strips to the students

and help them read and spell each one chorally and individually. Then, pick up a strip. Show it to the students and cut the letters out; put them in the plastic bag and shake it. Take the letters out and ask learners to help you put them together to form the word. Follow the same procedure with the other strips.

Student's Book, p. 73

Lead in



5. Use your notebook to make a list of the things you need when you take a bath and get dressed. Use a bilingual dictionary if necessary

You can explain students the words: Bath and get dressed. Then, ask students to write* a list of things / items they need when they take a bath or get dressed. Have students share their lists with their partners.

Answers:

A towel / soap / shampoo / a sponge or scrubbing sponge / cologne / deodorant / comb / brush / hair spray / a toothpaste / a toothbrush / underwear / t-shirt / pants / sweater / socks / shoes.

Practice Link

6. Read the text about the steps to Take a Shower below. Look at the underlined words and say their meaning in Spanish. Use a bilingual dictionary if necessary.

As a suggestion: Elicit from the students the items they need to take a shower. Then, ask the class how they take a shower. Have volunteers describe their experience and then, explain that people have different ways of taking a shower, depending on their family traditions, if they have running water or not at home, the type of bathroom each house has, and the preferences of each person. Afterwards, explain that they are going to read a text in which the steps on how to take a shower are described. Tell them that they will work in pairs to look up for the meaning of the underlined words in Spanish.



7. Work in groups of four students. Read the text again and perform these tasks.

- Describe the process to take a shower.
- Call a volunteer. Ask him/her to mime the underlined verbs or nouns so the rest of the group can guess what he/she mimes.



You might tell students the difference between: *nouns*, *adjectives*, *adverbs*, and *verbs*. Encourage them to provide you with examples. Distribute separate pieces of paper, and ask learners to read the text again to find and write nouns, adjectives, verbs and adverbs. Then, instruct them to make lists with the words they found in the text. Have them compare their lists at the end.

Answers:

Nouns	Adjectives	Verbs	Adverbs
water, temperature, shampoo, bottle, hand, hair, sponge, soap, body, face, towel, underwear, t-shirt, pants, socks, shoes.	some, small, big.	set, get into, open, put, wash, grab, starting, dry, brush.	slowly, gently.

Checking Link



8. Work at the same time following the directions the teacher gives you to perform the steps to take a shower. Then, one student gives instructions and the other ones follow them. Finally, they change roles.

One option: Invite children to the playground and have them form a circle around you. Tell them that you will read the Steps to Take a Shower and they will mime each one. Get the students to respect each other's work, as well as motivating shy students to perform the actions. Afterwards, ask learners to take turns in giving instructions and miming the actions.

Wrap up

The following is a possibility to help students use language to accomplish the final product of the unit.

9. Complete the paragraph of the process you followed when you performed the steps to take a shower. Use the words in the box.

You can elicit from students to mention what linkers they are aware of. Then, have them read the ones in the box; show them that we use a comma after

these linking words. Encourage them to complete the paragraph. Monitor students' work and assist if necessary.

Answers:

First, /and/ Second, /Then, /and
Next, /After that, /Finally.

Lesson 4. At the Restaurant

Student's Book, p. 74

Lead in

You should focus the students' attention on the different food places shown in the pictures. They will need help with vocabulary here, as specifying the difference between one place and the other will not be easy.

1. Look at the pictures and match them with their names.

An alternative: Before the activity, ask students if there are restaurants in their local area. If possible, have them all name one and mention what type of food they sell. Next, ask them if they ever eat there. If so, have them say which restaurants they prefer. After that, focus the students' attention on the different food places shown in the pictures of the activity. Have them describe the places in the pictures and read the names for the types of restaurants on the left-hand side. Then, ask students to match the pictures with the names.

Answers:

- Coffee shop.
- Fine dining restaurant.
- Fast food restaurant.
- Buffet restaurant.



2. Read and answer these questions: *What type of food do you like to eat? Do you like going to restaurants for dinner? What type of restaurants do you prefer? What is the most disgusting food you have ever had?*

You might call students' attention to Activity 2. Read the questions to make sure all of the students understand them. The answers to the questions may vary. Check the activity as a whole class, encouraging students to elaborate on their answers, if possible.

Practice Link



3. Make groups of five students. Look at the following internet site and perform the tasks below.

As a suggestion: Before asking students to watch the video, pre-teach the words: *steak tartare* (see the box below), *raw/rare meat* (uncooked meat), *fancy* (elegant). Make sure you teach the correct pronunciation of the words as well. Then, have the students watch the video:

<http://bit.ly/2yCuCrh>

Steak tartare, noun [U] UK **steɪk tɑːr** / **ˈtɑːr** / US, **steɪk tɑːr** / **ˈtɑːr** /, is a meat dish made from raw ground meat. It is often served with onions, capers and seasonings, sometimes with a raw egg yolk, and often on rye bread. The name tartare is sometimes generalized for other raw meat or fish dishes. It was first served in French restaurants in the 20th century.

<https://dictionary.cambridge.org/es/diccionario/ingles/steak-tartare>

Checking Link

- Name twenty objects you see in the video.

Answers:

Cutlery (forks, knives, spoons) / glasses / plates / napkins / tables / chairs / lamps / paintings / butter / bread / wine / meat / vegetables / waiters / captain / currency (bills, change / coins).

- Why did Mr. Bean go to the restaurant?
- What did he order?
- Why didn't he accept more wine?
- How did he make music?
- Did he like the meat? Why?

- Answer the following questions to get the general idea of the video.

Answers:

- Because it's Mr. Bean's birthday.
- Tartare steak.
- Because he's driving.
- With the knife and glasses.
- No, because it's raw / uncooked meat.

- c) What expressions do the waiters use to ask Mr. Bean about the food?
Tick (✓) the ones you listen.

Answers:

- Do you like the food, sir?
 Is everything ok, sir?
 Are you Okay, sir?
 Everything to your satisfaction, sir?
 Is everything all right, sir?
 Are you sure?

- d) Draw the scene you liked most from the video. Show it to your class.

You might ask learners to tell you what their favorite scene from the video was. Next, explain to the class that they will have to draw their favorite scene and then, explain the scene to the rest of the class.

Wrap up

As a possibility to finish the class:

Name Ten. You can distribute separate pieces of paper. Write a category on the board: *Names of Restaurants*. Have students copy the category on their paper and think of 10 items that fit the category. Ask them to write the words on the paper in list form. Then, have them compare their words with those of a classmate. Follow the same procedure with other categories: *Fruits, vegetables, desserts, items in a restaurant, items in a kitchen*.

Student's Book, p. 75

Lead in

- e) Watch the video again and answer the following questions to get specific ideas of it.

As a possibility: Tell students that they are about to watch Mr. Bean's video again and that they need to pay close attention to details. Encourage them to write down all the details they consider they could forget later on. Then, have learners answer the questions in pairs.

1. What type of card did Mr. Bean write? Who was it for?
2. How many people did you see in the film? How many people spoke?

3. How much money did Mr. Bean have? Where was the currency from?
4. Where did Mr. Bean hide the meat? Mention six places.
5. What did he use instead of a napkin?

Answers:

1. A birthday card. For himself.
2. 6.
3. 5 pounds. England.
4. In the bread / in the flower vase / in the sugar jar / under the plate / in the woman's bag / in the man's trousers.
5. The table cloth.

Practice Link



4. Listen to Track 24 and check (✓) the questions you hear.

Track 24

One option: Explain to the students that they are going to listen to a conversation at a restaurant. Tell them that a waiter will assist some clients. Next, focus students' attention to the statements and read to them aloud, so as to let students predict what the listening could be about. Ask about learners' predictions and play Track 24; ask for general comprehension questions. Play the recording again and tell students that they will have to tick (draw a tick on the board), only those questions they hear in the conversation. Check the activity together.

Answers:

- How are you doing this afternoon?
 — Are you ready to order?
 Would you like something to drink?
 — Can I have more rice?
 What is today's special?
 May I have the menu?
 Can I get you anything else?
 What do you have for dessert?

Track 24

- WAITER:** Hi. How are you doing this afternoon?
CUSTOMER: Fine, thank you. May I have the menu?
WAITER: Sure. Here you are.
CUSTOMER: Thank you. What is today's special?
WAITER: Today's special is chicken and rice.
CUSTOMER: That sounds good. I will have that!



WAITER: Would you like something to drink?
CUSTOMER: Yes, I would like a lemonade.
WAITER: Ok. Here you are. Enjoy your meal.
CUSTOMER: Thank you.
WAITER: Can I get you anything else?
CUSTOMER: What do you have for dessert?
WAITER: Chocolate cake or lemon pie.
CUSTOMER: Lemon pie, please.
WAITER: Can I get you anything else?
CUSTOMER: The check, please.
WAITER: That will be \$7.45.
CUSTOMER: Here you are.
WAITER: Thank you.

Student's Book, p. 76

Lead in



7. Look at the menu and make up a dialog. Write it in your notebook and ask your teacher to correct it. Then, choose a classmate to help you act the dialog out for the group.

One option: Before students perform the activity, have them look at the menu on the page. Help them identify the categories and the meals under each one. Clarify vocabulary doubts and help children identify the prices as well. Tell them that the prices are in Dollars. Next, have them talk about their preferences, if they were to eat food from the menu. Expect them to say: *I would like a sandwich and a regular soda. / I would prefer chicken wings, a light soda and ice cream.* Afterwards, have students read the instructions for the activity and follow them.

Checking Link

5. Listen to the dialog again and order what the waiter does. Use numbers from 1 to 7.

You should have students look at the activity and describe the illustration. Then, read the seven sentences along with the group. Have students listen to Track 10 again and number the sentences from 1 to 7.

Answers:

6. 2, 7, 1, 5, 3, 4.



6. Go to p. 74 and see the internet site from p. 3 again and read the expressions from section c). Listen to the dialog from Track 34 and review expressions from Activities 4 and 5 Then, make groups of three students and use a separate piece of paper. Work on a script to perform a dialog at a restaurant. Decide who the characters are, where they are and what food they want to ask for. Act out the dialog for another group.

Practice Link

8. Read the questions and write them under the correct heading.

As an alternative: Read the questions below the grid with the students. Encourage students to distinguish which questions may be said by the customer and which other ones by the waiter. Have them mention each one chorally and individually. Then, help students write the questions provided under the correct category. Instruct the students to check their answers in pairs. Finally, ask the learners to read the questions taking turns.

Answers:

Welcome customers	Serve Foods	Give customers the check
How are you today?	May I have the menu?	Can I have the bill?
	What is today's special?	I would like the check, please?
	Would you like anything to drink?	
	Can I have the menu?	
	Would you like a dessert?	

Wrap up

The following activity might be useful:

Pictionary. One option: Organize the class in two teams. Invite a member from one team to come up front. Explain that you will whisper a word to him/her, so he/she can draw a picture of it on the board. His/her team will guess the word within sixty seconds. The team gets a point for each word they guess correctly. When time is up, invite a member from the other team to guess the word. The team with the most points wins the game.

Checking Link



9. Look at the menu again and make up a dialog. Write it on a separate piece of paper and ask your teacher to help you correct it.



You are suggested to motivate students to review Lessons 3 and 4 from this Unit and to look for questions a waiter usually uses when attending a customer. Have learners copy the questions in their notebook and use them to write their dialog. Have students read the instructions for Activity 9 again and perform them accordingly.

Wrap up

The following activity might help students use language in a communicative way:

You can draw a chart on the board (see the chart below) and dictate the following words or questions, in disorder to for the students to be able to categorize them under the correct heading:

Food: burger, salad, hot dog, fried fish, scrambled eggs.
Drinks: milk shake, bottle of water, soda, smoothie, coffee.
Questions: What can I get you? Anything to drink? Can I get you the bill? Would you like to order...?

Food	Drinks	Waiter's, questions
------	--------	---------------------

Check Back

This section is part of the evaluation proposal of **English Links 1**. It is very important that you consider these elements when working with it:

- a) Organize the class in small groups of three students. Have them look at the pages of the Four Lessons in this Unit. Encourage them to take notes out those

elements they found difficult and to identify the doubts they may have. Then, invite each group to talk about their doubts and clarify them with examples on the board.

- b) Ask students to identify the two pages for the Check Back of this Unit. Work with the activities of one page at a time. Read the instructions for each activity along with the group and invite them to follow them. They will have to accomplish some of them in pairs, so monitor their work to organize them when required. They will also have to listen to a track in some cases to fill out a chart or a written activity. Be aware of the recordings.
- c) As the Check Back is an evaluation activity, it is important that students work with these written tasks independently. You should monitor their work, but not correct their performance or give extra help to complete the tasks.
- d) Once students finish completing all the activities, correct their work. Circle their mistakes and ask them to correct each one. Then, give a mark for their performance according to the number of mistakes they had.

Answers:

Activity 1.

Answers may vary. Work with students the Oral Presentation Evaluation Format indicated on the page.

Activity 5.

(2) *I'll have the chicken.* / (1) *What would you like to order?* / (1) *Anything else to drink?* / (1) *Are you ready to order?* / (2) *I'd like a lemonade* / (2) *I'd like to order a fruit bowl.*

Activity 6.

Are you ready to order / I'd like to order / What would you like to drink / I'd like to drink / have a glass of orange.

Activity 7.

Welcome customers: *Hey! Good morning/evening/night. How are you doing?*

Offer the menu: *Here's the menu. We're famous for (name any dish the restaurant is known for) Do you already know what you're having or should I be back in a couple minutes while you decide? / What can I get you, honey?*

Give customers the bill: *Here's the check / bill.*

Serve food: *Here's your _____. Be careful! The plate's really hot.*

Offer drinks: *Are we thirsty today? If you'd accept any suggestion from me, try the _____. It's great for this time of the day.*



Check on service: Is everything alright with your dishes? Can I get you anything else?

Offer dessert: _____ is the real cornerstone to this restaurant's success. Would you like to try it?

Activity 8.

Answers may vary

Remember to make and distribute copies of the Self Evaluation and, Group Work Evaluation sheets from the printable section. They should work out their sheets and you may talk to each one about them

Product Link

The Product is the most important element in the proposal of **English Links** 1. It both determines and organizes the achievements and teaching guidelines of each Unit. Students are exposed to different tasks in which they have plenty of opportunity to work with the social practices of the language required by the SEP Program (2017), in order to build the necessary tools to accomplish the Product at the end of the Unit. Therefore, it is important to consider the following elements while working with the Product in the case of each Unit.

- a) Motivate students to read the Product page at the beginning of each Unit, so they will know what they are expected to do. Help them understand which tasks throughout the Lessons are useful elements for the Product.
- b) At the end of Lesson, have students read the Product page again, emphasizing on the "Materials" section. Encourage them to get the necessary items to work out the tasks indicated on the Product page.
- c) Read the instructions for the tasks indicated on the Product page. Ask students to work out with each one. Tasks may require individual, pair or small groups work. Check every task students perform, so they can gather and have a final result.
- d) All tasks include a "show and tell" part, so motivate the students to get the necessary material and have the proper rehearsing to present their work to the class or to guests they might invite.
- e) At the end of the "show and tell" session, have a reflection moment with the students. Ask for their performance as a group and for their individual work as well. Along with the students, think about the things you can improve for the following "show and tell" session.

Games Bank

You can use or adapt these activities to break the ice or call student' attention, when necessary:

No, No, No, Yes. Bring cut-outs from magazines, newspapers or illustrations from the Internet related to movies. Make sure you include all genres: *Horror movies, love stories, comedy, westerns*, etc. Invite a volunteer to come up front and choose a cut-out. Motivate students to ask questions to the volunteer, so as to guess the title of the movie. The volunteer can only answer: Yes or No to the questions. The student that guesses the movie title, will become the volunteer to choose the following cut-out.

Find Someone Who. Elicit from students the different movie genres. Write students' answers on the board. Distribute separate pieces of paper and ask students to copy the list of movie genres and keep it to register their answers. Then, invite learners to stand up and find who likes each genre; encourage them to mention an example of that genre as well. Have them ask: *Do you like horror movies? Which is your favorite horror movie?* Tell students that when someone says: *Yes*, they must write down the person's name and the person's favorite movie. Get students to move around the room and try to find different people who like each of the movie genre asked.

Complete the Survey. Reproduce the chart below on the board. Have students copy it on a separate piece of paper. Read each question with them and have students complete it by pairs. Then, swap pairs, so students can talk about their classmate's preferences. Have them say: *Mariano goes to the movie theater every weekend, but he doesn't enjoy horror movies.*

Emotions. Invite five volunteers to form a line facing the class. Explain that you are going to name different emotions and that they should make gestuses to represent them: *sadness, happiness, surprise, fear, hunger, etc.* The rest of the class will watch to see whether any of the volunteers fail to make a face or misrepresents the emotion. Any volunteer that fails to make the right face should sit down. Students should beat the five volunteers. Afterwards, invite other groups of five volunteers to work with the activity.

Cognates. On the board, write the following words in list form: *Chocolate, cookies, tomato, potato, yoghurt, breakfast, broccoli, coconut, dinner, fruit, spaghetti, tea, lemon, mango, pear, melon, supper, lunch.* Ask students to look at the word list and decide if they recognize these words as cognates – words which look the same in their mother tongue. Ask students to look up in a dictionary for more cognates related to food.

Teaching Tips

- To develop listening skills, you can always pause the Track and encourage students to provide details of what they just heard. Hence, asking specific questions regarding the listening will force learners to remember details.
- Backtracking vocabulary while you tape it on the board will give the chance to those "weak memory" students to learn or recall the vocabulary better.
- Explain to the students that dictionaries always offer different options to a word or entry' so as to help the user find the best alternative in meaning for the word, and decide on it according to the context.
- It is always a good idea to read the statements of an exercise so as to make sure students understand the activity. In that way, you will give students the chance to predict what the listening is going to be about.
- It is always a good idea to create a correction code, mark compositions, and give them back to students. Provide the meaning of the code, and ask students to correct their compositions and give them back to you for a second marking. In This way, you will help learners become aware of their own mistakes.
- After an activity in which students have to match words to their meaning' it is always a good idea to encourage students to use the words in examples made up by them. That way, they will remember the vocabulary easier.
- The more you learn, use and practice the language, the more accurate and fluent you become. Repetition and practice are essential to many skills, and this is especially true when learning a language. In order to consolidate classroom learning, you must repeat and revisit grammar, vocabulary and pronunciation work regularly with your students.
- When listening to get information, one should pay attention to the tone of voice people uses; especially if we are in a telephone conversation, since the speaker cannot have eye contact. Hence, help your students pay special attention to these details so as to have a better understanding of a telephone conversation.
- Every day, open your dictionary to any page and read a word. Any new word. Read it. Say it. Say it again. Read the definitions and example sentences. Try to make a sentence with the new word. Try to use the word over the next few days. Tell your mother about the new word. Tell your friends. Tell your teacher. Random words can be difficult to learn, but you will be surprised at how much you remember if you tell other people about them.
- Copying questions can be a great help for both, teachers and students. Teachers can make sure learners understand the questions and students internalize the structure and spelling of them.
- When listening to get information, one should pay attention to the tone of voice people use; especially if we are in a telephone conversation, since the speaker cannot have eye contact. Help your students pay special attention to these details so as to have a better understanding of a telephone conversation.

Unit 5 • Forecasts

Lesson 1. Plans for Vacations

Student's Book, p. 82

Lead in



1. Talk about the last vacations you had. Answer these questions: Where did you go? How long did you stay? Who did you go with? How did you get there? What places did you visit? What did you eat/buy?

Before students work with the activity, you can make on the board a mind map: *My Last Vacation*. Next, add circles with these words: *Where? What... do? What... visit? Who... with?* Then, ask students to tell you about their last vacation. You should invite some volunteers to write information on the mind map on the board. Afterwards, have them write their own mind map in their notebooks. Finally, have students work with the instructions from Activity 1.



2. Use a separate piece of paper. Write a paragraph about your last vacations. Swap papers with a classmate and underline the verbs in his/her paragraph. Then, answer: Are these verbs in present or in past tense? How do you know?

As a suggestion: Motivate your learners to mention verbs they might use to talk about their last vacation. Write them on the board and have them core up with some examples. Next, focus students' attention on Activity 2. Have volunteers read the instructions. Then, encourage students to use their mind maps from Activity 1, so as to keep their compositions organized. Tell them that this is a way of controlling the kind of information that needs to be included in the paragraphs. Afterwards, you can ask them to swap their paragraphs and have students answer the questions from Activity 2.

Practice Link



3. Look at the adjectives in the box. Do you know their meanings? If not, use a bilingual dictionary. Then, match the adjectives with the emojis.

You should ask students to draw some *emojis* in their notebooks, so as to brainstorm how many feelings

they can represent. Organize the class in pairs and ask them to describe their *emojis*. Later, you may draw students' attention to Activity 3. Have volunteers read the instructions. Encourage your pupils to use their bilingual dictionaries in case they don't know the meaning of the words. Invite your learners to share their answers with other partners.

Answers:

Anxious - ansioso, frustrated - frustrado, surprised - sorprendido, worried - preocupado, sad - triste, angry - enojado.

Checking Link



4. Game: "When do you feel this way?": Make groups of four students. You will need a separate piece of paper and color pencils. Follow these tasks.
 - a) Teacher will mention an emotion from the box in activity 3.
 - b) Team members will draw the emoji that represents the emotion.
 - c) The first student to finish drawing and coloring the emoji will chose a team partner to answer the question. When do you feel angry/happy?
 - d) The partner will answer the question and team members will help him/her, if necessary.

As an option: Prepare photographs with *emojis* from the Getting Ready activity in this Lesson: *happy, surprised, tired, angry, anxious, frustrated, worried, sad*. Show the photographs to the students and have them say the words chorally and individually; then, to come up with sentences using them. After that, model the following question-answer circuit and have students practice it in pairs:

STUDENT A: When do you feel happy?

STUDENT B: I feel happy when I have vacations.

Then, you can organize the class into groups of 3 or 4. Draw students' attention to Activity 4. Have volunteers read the instructions and encourage them to play the game.



5. Write five sentences describing when you feel in a certain way. Use emojis.

You should organize students for the homework by asking them to write down five sentences describing

situations that make them feel in a certain way. You can check students' homework the following day; name a student and ask him/her: *When do you feel sad? Have him/her say: I feel sad when it rains.*



6. Listen to the conversation and answer the following questions:

Track 25

- a) Who sounds worried? why does this character sound that way?.
- b) Who is anxious? why do you think he/she is anxious?
- c) Who is happy? when does this character sound happy?.
- d) How does this dialogue begin? How does it end?

It is important to focus students' attention on Activity 6. Have volunteers based on read the questions. Then, ask students to guess, based on the information provided in the questions, to tell you what the recording would be about. You can Track 25 a couple of times and pause the tape if you notice students are having difficulty when answering said questions. Organize the class in pairs and ask students to compare their answers and discuss them.

Answers:

- a) Nina, because she spent all the money on an airplane ticket.
- b) Nina, because she has to borrow money from her parents.
- c) Jim, when he tells Nina that she is lucky to go on her trip.
- d) With Nina being worried and Jim feeling sad.

Track 25

JIM: Hey, Nina! You look worried... what happened?
NINA: I spent all the money I had on the plane ticket to Georgetown, Jim. What am I going to do?
JIM: Well... Grandma can lend you some money. pp
NINA: I already asked her and she doesn't have any.
JIM: Why don't you ask mom and dad to lend you some?
NINA: Yes, I will... I'm going to tell them that I'll work during the summer to pay them back.
JIM: Don't worry, sis. They will lend you the money. How do you feel about the trip?
NINA: I am so excited. I'm going to spend a great week with my friends. I can't wait!
JIM: Yes, you're lucky you are going to go!
NINA: I'm going to stay at Michaela's and we're going to do lots of things... we'll have a great time!
JIM: I wish I could go.

Wrap up

As a possibility to finish the class:

Words and More Words. Organize the class in teams of ten students. Ask each team to line up with their notebooks and a pen. have students write a word they know the meaning of, in their notebooks. Then, explain that each team will have to arrange their words in alphabetical order. To do so, they will have to move around until they are in the correct place according to the word they have. The first team to arrange their words correctly and line up accordingly, wins the game. Afterwards, elicit the words, meaning.

Student's Book, p. 83

Lead in



- 7. Use the sentences you wrote for homework. Exchange your paper with your partner and underline the verbs in his/her paragraph. Then, answer: Are these verbs in present or in past tense? How do you know?

You should focus students' attention on Activity 7. Organize the class into pairs. Then, you can have a volunteer read the instructions out loud and encourage students to swap their notebooks in order for them to do as instructed. Monitor students' work.

Practice Link

- 8. Listen to Track 25 again and complete the blanks with words from the box.

As a possibility: Write the following verbs on the board: *ask, travel, asked, have, spent, feels, pay, needs, says, had.* Move chairs and tables and ask the students to stand in a circle. Use a small ball and throw it to one student. Tell him a verb, and ask him/her to throw it in past tense as well as a sentence with it. Have him/her throw the ball to another student and follow the same procedure. Then, focus students' attention to Activity 8. You should ask your students to read the paragraph and say what it is about. Then, encourage students to fill in the blanks with the verbs from the box. Monitor students' work.

Answers:

feels/needs/travel/spent/had/asked/did not have/ask/says/pay.





9. Read the text in activity 8 and mention which sentences are in present, which ones are in past and which ones are in future tense. Explain why.

Checking Link



10. Write the phrases under the correct pictures. Then, use the pictures as prompts to describe what Nina plans to do.

As an option: focus students' attention to Activity 10. Have students look at the pictures and encourage them to tell you what they see. Elicit as many responses and possible. Then, have a volunteer... the instructions and perform the task.

Answers:

Fly to Georgetown. / Stay at Michaela's / Skate in the park / Play videogames with Kevin / make cakes with Anna. / Visit an amusement park.



11. Make a list of the activities you plan to do in the coming spring break. Then, write a paragraph to describe what you will do. Read your paragraph to a partner.



You can pre-teach the word: *Spring break*. Then, write the following questions on the board: *Where would you like to go? How many days are you staying in that place? How are you travelling to that place? How much money would you need? Which places would you like to visit? Where are you staying?* Have students answer the questions at random. You might organize the class in pairs, so they can share their plans with a classmate. Finally, encourage them to write down their plans. Collect the compositions and correct them.

Wrap up

The following activity might be useful:

Awkward Reading. Select a text in the *Student's Book*. Explain that you are going to read the text aloud and students should follow the reading in their own books. Add that you will substitute, add or omit words while reading and that they should say: *Stop!*, as they hear them.

Student's Book, p. 84

Lead in

12. Exchange notebooks with a classmate and correct his/her paragraph about the coming spring break. Discuss the mistakes you both find in each other's work

You should copy the chart below on the board. Read it along with the students. You can explain that it is used to correct one's paragraphs or compositions. Work with an example with them and then, have them exchange notebooks to correct each other's paragraphs. Monitor the activity and assist students if necessary.

Worst Films

(If you can't say something correctly, it's almost always better not to say it. You won't like to teach yourself the wrong way to say it. You can try to look for the correct sentence in a dictionary or the Web, but when you speak, you

ww = wrong word
wt = wrong tense
sp = spelling
p = punctuation

wt
ww
sp

^ = missing word
CL = capital letter

p
CL / ^

usually don't have time for that; the refone, it's a good good idea to say something else — something that you know is correct. It can even be something that has to do with a ^different subject

Practice Link

13. Nina is writing to her parents. Read the e-mail and find the meaning of the underlined words in a dictionary. After that, underline the sentences with «going to».

An alternative: Draw students' attention to Activity 13. Ask them to look at the e-mail and identify its elements. Then, ask students to read the text in pairs. You can ask general comprehension questions about it, and have the class follow the instructions of the activity accordingly. Monitor it and assist students, if necessary.

Answers:

Spring break - vacaciones de primavera / Arrangements - hacer arreglos / Round ticket - boleto de ida y regreso / Enough - suficiente / Survive - sobrevivir / Pay it back - pagarlo.



14. Read the sentences you underlined and perform these tasks.

You might have a volunteer read the instructions for Activity 14. Make sure all of the students understand what to do. Organize the class in pairs and ask students to work with each task accordingly. It is important to monitor the activity and assist students if necessary.

a) Read and answer:

You can work on *the questions* with the students: one at a time.

- Do the sentences refer to the present or to the future?
- What can you notice about them? How are they formed?
- How do you know that these actions will happen in the future?

b) Read again the sentences you underlined and circle True or False.

Remember to ask students to give reasons for the sentences they think are False.

Answers:

- a) Future / I'm going + verb in infinitive / Because they mention when she is going to do the actions.
 b) True / False / True / False - intentions and arrangements.

Checking Link



15. See Activities 10 and 11 with a partner. Then, use a separate piece of paper. Write some questions to ask for someone's plans for the coming weekend. Use your questions to interview a classmate about his/her plans. Discuss: How many ways are there to express future plans?



Before students perform the task, you may have them reflect on the following sentences:

Are you going to stay at home for next spring break?

No, I'm not going to stay at home.

What are you going to do?

I'm going to visit my grandmother in Hermosillo.

As a suggestion: Write the sentences on the board. Have students read each one and find similarities

and differences among them. Encourage them to say which one is affirmative, which one negative, and interrogative. Ask them if they find any relationship between the four sentences. Afterwards, ask students to provide similar examples. Encourage your pupils to write some more examples in their notebooks.

Wrap up

The following is a possibility to help students use language to accomplish the final product of the unit.

Writing Questions. Distribute separate pieces of paper. Have students work in pairs. On a question list they should write as many questions as they can, using the future tense: "going to". Give them 5 minutes to write their questions. Then, have them swap papers with other couples so they can correct each other's work. Have them use the correction chart you introduced in Activity 12.

Lesson 2. The Future

Student's Book, p. 85

Lead in

1. Make a list of new inventions you think there will come to be in 20 years' time. Think about the topics in the box. Exchange your ideas with a classmate.



An alternative: Organize the class in pairs. Focus students' attention on Activity 1. Encourage students to talk about the inventions they believe will exist in 20 years' time; ask them to use the Internet to accomplish this task.



Track 26

2. Listen to Mrs. Williams and her students. Then, check (✓) the topics present in Activity 1 that they mention.

You might ask your pupils to tell you who Mrs. Williams, Emily and Jerry are. Elicit responses from students. Then, explain to them that they are going to listen to a conversation among Mrs. Williams, Jerry, Nina, Jim and Emily in which they are talking about future inventions. Indicate dear to your students that while listening to the conversation, they will have to tick the topics they mention. Play Track 26 and pause it from time to time, conveying that students understand what is being mentioned. Finally, ask students to answer the questions below the text. Check the activity collectively.



Checking Link



3. Listen to Track 26 again and discuss the following questions:

- What is the students' project? what does Jerry think about this new project?
- What is Mrs. Williams' opinion about the world in the future?
- What do the students say about the future? What things do you think will change in the future?

Answers:

Transport/technology/entertainment/housing/
food/education

Track 26

Mrs. WILLIAMS: All right, guys. We are going to work in a very interesting project. You will have to think about the future. Imagine what life will be like 50 years from now. Think about transportation, education, entertainment, and imagine the new things we will have then.

JERRY: You mean machines and new technology?

Mrs. WILLIAMS: Yes, and other things too; for example: what will houses look like 50 years from now?

JERRY: That sounds interesting.

JIM: Imagine, will we have flying cars 50 years from now?

NINA: Maybe.

JIM: Will we eat different food in the future?

EMILY: Mrs. Williams: what do you think the world will be like 50 years from now?

Mrs. WILLIAMS: That's a difficult question. I think we will have new technology and maybe that will make things easier, but we will talk to each other less...

NINA: Will we have different kinds of entertainment?

JIM: Of course we will! There's something new every day!

JERRY: I think the future is exciting! But why do you want us to think about the future, Mrs. Williams?

Mrs. WILLIAMS: Because you will have to write a story about the future. It must be for your

schoolmates and it should include a good message.

JERRY: Well... OK. Let's start working!

Answers:

- To think about the future and what things will be like. That it's an interesting project.
- That we will have new technology and maybe we will make things easily, but we will talk one to each other less...
- That we will have flying cars 50 years from now, and that we will eat different food. Practice Link



4. Discuss: Are Mrs. Williams and her students talking about events that will certainly happen in the future? Are they talking about predictions for the future? How do you know? Do we use "maybe" when we are sure something will happen in the future?

As a possibility: Invite students to read the instructions for Activity 5 carefully. Organize them in pairs and have them discuss the questions provided in the activity. Monitor students' work and provide assistance, if necessary. Afterwards, highlight the way future predictions are built. Draw two columns on the board with the titles: *Will/Maybe*. You should elicit from the students some sentences with *Will* and some others with *Maybe*. Write them down on the board and make sure students understand that these two structures are used for predictions involving the future, when nobody can assure the action involved will happen.

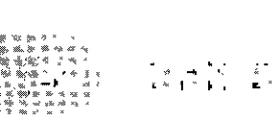
Wrap up

5. Use the information in the box to make questions about the future in our planet.

You might draw students' attention to the vocabulary words in the box below the instructions for Activity 6. Encourage students to tell you the meaning of each phrase and if possible, have them provide you with an example. Later, tell students that they will be conversing about these topics. You can model this question-answer circuit with a pair of students.

STUDENT 1: Will we eat synthetic food?

STUDENT 2: Yes, we will! / Maybe we will.



It is important to work with the **Remember!** section: Ask students to read the information carefully. Encourage them to give other examples.



Student's Book, p. 86

Lead in



6. Look at the box in Activity 5 and write some sentences to create forecasts about the future in our planet.



You should Invite students to read the instructions of the activity and perform it accordingly. Have them write the questions in their notebooks. Then, to require a partner to answer them. Monitor students' work closely.

Practice Link

7. Read the sentences and write Yes or No. Then, ask and answer questions in pairs.

An option: Organize students in pairs and allow them to discuss the topic: *What do you think will happen in the year 2050?* Then, have them read the eight sentences and decide if they think these things will happen in the year 2050. Have them give reasons for their answers. Monitor your students' work and help them when necessary.



8. Make groups of four students and talk about your answers in Activity 7. Then, discuss the following questions:

It is important to organize the class in groups of four student. Have a volunteer read the instructions and make sure all of the students understand what to do. You can elicit some examples from Activity 7 and write them down on the board. Motivate students to tell you that "will" is usually used for making predictions about the future. Then, ask the class to work with Activity 9.

Checking Link



9. Ask and answer questions about the sentences in activity 7

Before students work with the activity, you should write on the board the following prompts: *houses will be more environmentally friendly, climate will keep changing, there will be environmental problems, electronics will be different, humans will live on other planets.* You can have

students read them and say if they think these things will happen in the future. Encourage them to give other predictions for the future. Then, have students follow the instructions in Activity 10.



10. Play "Tic - Tac - Toe". Make groups of four students and divide each group in two teams. Team 1 or 2 chooses a word and makes a question to ask about the world in the year 2050. If the question is correct, draw a nought or a cross over the word(s) and answer the question. The first team to get three crosses or noughts in a row, wins.

Instruct your students to read the instructions for the activity and help them follow each part carefully. Have them play the game in groups of four students.

Student's Book, p. 87

Lead in



11. Look at the text below. Interview your partner to know how optimistic he/she is. Ask him/her the following questions and circle his/her answers. Then, read his/her score.

As a suggestion: Have students look at the questionnaire in the activity. Instruct them to describe the illustrations first, so they can identify if they refer to predictions regarding the future. Then, have your pupils read the 15 questions included. Clarify any vocabulary doubts students may have and ask them if they had thought about these issues before. Remind them that questions start with auxiliary "will" because they refer to a possibility or prediction in the future. Then, have them read the score system designed for the questionnaire. You can ask students to copy the questionnaire in their notebooks and to ask a family member to complete it. Afterwards, ask them to write a paragraph with predictions about his/her family member.

Practice Link

You may encourage your pupils to read the question-answer circuit below the instructions for Activity 12. Have two volunteers read it and organize the class in pairs so they can practice it. Ask students to use prompts from the questionnaire to practice the circuit. Then, you can encourage them to answer the questionnaire carefully and to get their score. Have the students talk about their results with other pairs.



Checking Link



12. Look at Activities 1 and 6. On a piece of paper write an optimistic paragraph describing the way you see yourself in ten years' time. Include some ideas from the questionnaire in Activity 11 and others you want.



It is important to focus students' attention to Activity 13. Ask them to re-read the sentences from the questionnaire and encourage them to write an optimistic paragraph about them. Invite students to add different ideas from the book. Collect the papers and correct them accordingly. Underline your students' mistakes, so they can re-write their paragraph with their errors corrected.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Find Someone Who. Elicit from the class, predictions for one's future from the questionnaire they have been working with. Write students' predictions on the board. Distribute separate pieces of paper and ask your pupils to copy the list of predictions and keep it to register their answers. Then, invite learners to stand up and find who will do or have the prediction involved. Have them ask: *Will you travel frequently in 10 years' time? Will you speak several languages? Tell students that when someone says: Yes, they must write down the person's name.* Get students to move around the room and try to find different persons with similar predictions for the future.

Lesson 3. A Dark Future?

Student's Book, p. 88

Lead in



1. Discuss: What do you know about global warming? What are the effects? How does global warming affect our environment?

It is important to pre-teach the words: *Global warming, temperature, Earth's surface, sea level, measure, greenhouse.* You should draw student's attention to the text in Activity 3 and to describe the pictures in it. Then, motivate them to predict what they think the text

is about. Elicit some predictions from the students and write the down on the board

Practice Link

2. Find the meaning of the words in the box. Use an English - Spanish dictionary.

You might invite students to read the instructions for activity 2 first. As a suggestion, you can read the words in the box along with them; have students spell each word and say if they know their meaning. Afterwards, you may invite them to use their dictionary to find the meaning of the unknown words. Finally, encourage volunteers to say sentences with the words.

Answers:

warming-calentamiento, surface-superficie, sea-mar, increase-aumentar, freezer-congelador, greenhouse-casa verde.

Checking Link



3. Read the text and work with the activities on page 88.

As a possibility: Organize students in pairs so they can read the text taking turns. You may ask them to read aloud the first time and in silence, the second time. It is important to tell them that they should correct each other's pronunciation when reading aloud.

An option: Ask students to read the text again and to underline the words which meaning they do not know. Invite them to read the sentences where they are included and to infer their meaning. They could also copy the words and their corresponding meanings in their notebooks.

Then, invite each one to say questions and to write them down in their notebooks; as many as they can. Finally, have them swap notebooks with other pairs and answer the questions accordingly.

Wrap up

You may use any activity you have worked with before for communicative purposes. Adapt it to your students as you may wish.

Lead in

4. Look at the words in italics in the text and match them with their corresponding meanings.

As a suggestion: First, invite students to read the text on page 105 again. You may organize the group in pairs and ask them to describe what the text says; they may also write some sentences about it in their notebooks. Then, indicate students to find the words in italics in the text. They might read the sentences where the words are included in order to guess their meaning through the context of each sentence. Afterwards, you can ask students to read the instructions for the activity and to perform it accordingly.

Answers:

going up - increasing, focus on - concentrate on, cause - make something happen, range - vary, avoid - keep away from.

Practice Link



5. Read and answer the questions by turns. Then, write the answers in your notebook.

- What do you understand by global warming?
- According to the text, will the temperature increase by 2100?
- What changes will there be if the Earth's temperature continues going up?
- From the list suggested, what activities do you think you can do to help the earth?
- Do you think this will be a problem in the future? Why?

You may ask students to read the instructions for activity 5 first. Then, to answer them as a class. Students might not agree among themselves, so use the opportunity to make them aware of it. Tell them that it is difficult to find agreement in difficult issues like the one they have been talking about. Then, you can organize the class in pairs and ask them read the question and answer them taking turns. Afterwards, motivate students to copy the questions in their notebooks and to answer them as well. You may ask them to exchange notebooks, so they can correct each other's work.



6. Read your answers to the questions above and compare them with those of other pairs. Then, discuss:

- What changes do you think will global warming cause to the Earth?
- Which are the predictions about global warming for the future?
- Are you concerned about this problem? Why?

An option: Organize the class in groups of six students. You may ask each group to divide in pairs and to share their answers with their partner. Then, to swap notebooks so they can learn about each other's answers. After that, encourage the groups to read the questions carefully and to answer each one in detail. It is important to remind them that they should give reasons for their answers since predictions need strong bases to be supported.

Checking Link

7. Look back at the text and write what the following numbers refer to.

As a suggestion: Before students perform the activity, write some numbers on the board and motivate volunteers to read the aloud. Correct students when needed and encourage all the class to get involved in the activity. Then, you may ask the class to read the instruction for activity 7. Ask a volunteer to read the first number and to say it out loud; then, ask him / her to go to the board and write the numeral accordingly. Ask other classmates to correct their partner's writing, if necessary. Then, you can encourage students to read and write the numbers according to the information in the text on the opposite page. Circulate among the students so you can correct their work.



8. Talk about environment predictions or forecasts considering the information from reading text on page 105. Write your predictions on a separate piece of paper. Then, change pairs; formulate and respond questions about each other's forecasts.

You can organize the group in pairs and ask them to compare their answers from activity 7. It is important to ask students to correct their writing, if necessary. Then, motivate them to read the instruction for activity 8. Model the question - answer activity inviting a pair to the front to read and answer the questions. Then, you may indicate students to read and

answer the questions in detail. Remind them how to build sentences in past, in present and in future tenses. Once they finish, you can write some answers on the board, so they can reflect on the way sentences might be written in the three tenses.

Wrap up

You might use this activity at the end of your class. Use the following activity as it is, or adapt it to your students' needs.

Pronunciation. Make emphasis on the correct pronunciation of the sound /Wh/ in question words. Write: *What, who, where, why, when* on the board and have students repeat each word several times. Remind them that /Wh/ sound is similar to /u/ in Spanish. Have them say: "Uat" for "What", for example. Then, have learners provide some questions after you, emphasizing on correct stress: Where do you **LIVE**? When did you **CALL** him? How much **IS** it? What are you **READING**? Who wants to **GO** there?

Student's Book, p. 90

Lead in



9. Read the text on page 88 again and perform the tasks below:

- Work in groups of four. Make a list of things you can do, besides the ones listed in the text, to promote energy conservation.
- Illustrate your ideas on a big piece of paper.
- Show your illustrations to the rest of the class and explain what measures you can take to stop global warming.
- Display your illustrations on the classroom walls.

As a suggestion, pre-teach the words: *Energy conservation, promote, measure*. Write them on the board and motivate students to say what the words might mean in Spanish. If they do not know their meaning, encourage them to find it in a dictionary. You may ask students to read the instructions for activity 9 carefully along with the four tasks included. Motivate students to read the text again and to work with each item carefully. Organize the class in groups of four students and have the work with each item at a time. It is important that you help students correct the list of things they can do to promote energy conservation

before they start illustrating their ideas. Remember to ask them use color pencils and markers for their illustrations; they might use kraft paper as well.

Practice Link



10. Make groups of four students and perform the following tasks:

- Look at the chart below and talk about Public Services in the year 2040. Use a dictionary, if necessary.
- Discuss these questions: Will there be stadiums in the year 2040? Will there be more museums than greenhouses? Will there be as many recycling plants as sports centers? What will services be like in the year 2040?

As an alternative, pre-teach the words: *Public Services, recreation areas, stadiums, recycling plants, greenhouses*. Write them on the board and motivate students to say what the words might mean in Spanish. If they do not know their meaning, encourage them to find the meanings in a dictionary. You may ask students to read the instructions for activity 10 carefully along with the two first tasks.

You can organize the class in groups of four students and have them work with each item at a time. First of all, it is important to help them understand the chart: read the numbers on the left hand side and then, the labels under each color bar. Have them say the approximate amount of each kind and to identify the concrete quantity represented by the bars. Afterwards, you may help students compare the bars and say which services will increase and which ones will probably decrease.

Remember that it is important to encourage them to discuss the questions in activity b) seriously.

Checking Link



- Review Activity 11 from p. 87. Then, answer: How old will you be in the year 2040? Where will you live? Where will you work? Will you be single or married? Describe what you predict your life will be like.



- d) Swap pairs and tell your partner what you think his / her like will be like in the year 2040.

As a suggestion: Help students remember how to talk about future predictions. It is important that they can remind the use of "will" for future predictions, that's to say, for actions which may or may not occur in the future. You can ask volunteers to say sentences about predictions for the year 2040.

Then, you may ask students read instructions for tasks c) and d). Encourage students to write their predictions using "will" to express future probability. It is important that they can compare their sentences with those of other partners once they finish. Monitor the activity as necessary.

Afterwards, you should ask students read the question in task d) again so they can transfer the situation they have been working with to their own. Encourage them to think about their community and the problems they face, and then, to answer the questions offered by the task.

Reading Book
Can We Prevent Earthquakes?



11. Invite students to read pages 59 to 70 from their Reading Book and have them describe the information included.

As an option: You may encourage students to read the text included in their Reading Book. Consider all the natural disasters included in the pages. They are clear through the illustrations. You may also consider working with the Action Links activities included at the end of the text pages.

Wrap up

You might use the following activity to close your class.

Writing Questions. Have students work with their dictation sheets from the last Wrap Up activity. Have them write ten questions out of the ten sentences they wrote. Monitor students' work and help them correct their questions when necessary. Then, organize students in pairs and have them answer each other's questions. Afterwards, have the class swap pairs, so they can correct each other's answers.

Lesson 4. Weather Forecasts

Student's Book, p. 91

Lead in



1. Look at the weather chart and answer the questions below.

- Is climate the same as weather?
- Where is the weather chart from?
- What is the meaning of the underlined words?

As a possibility: Write the word *climate* on the board and ask students to say what it means in Spanish. Then, ask: *What is the climate like today?* Expect students say some characteristics of the climate. You may help them name such characteristics in English. Write the words they name in Spanish and then, ask about the climate you had the previous day.

Next, you can help students read the elements of the weather chart in the activity; have them name the states and identify the meaning of the icons. Once they have grasped this information, ask them the way we usually measure the temperature in Mexico; help them say that we use Celsius degrees to do it. You may motivate volunteers to read the temperatures on the right hand side of the chart.

After that, you can ask students read the instructions for Activity 1 and to get in pairs so as to answer the questions included in the task. It is important to monitor the activity while students perform it.

Practice Link



Track 27

2. Listen to the weather report and complete the missing temperatures in the chart above.

As an alternative: Encourage students to read the instructions for Activity 2. You may play Track 27 for the first time and ask them to listen to it carefully. Then, you can help students identify who is talking and where you suppose he/she works. Play the Track for a second time, ask for specific details and have students listen to the tape again if they might not know how to answer your questions. Next, have them look at the chart on the first activity and to complete the missing information according to the forecast report on Track 27. Check students' answers afterwards.

Track 27

Welcome to the weather channel! Here is today's weather for the Mexican Republic. The sun is shining in the southern states and the temperature is hot, around 30 °C in Monterrey and 26 °C in Chihuahua. People will have a pleasant sunny day! However, it will be rainy in Guadalajara, Mexico City and places around this area. There is a chance of winds in some parts of the south. It is windy and still hot in Villahermosa, there, around 28 °C!

Checking Link



3. Ask and answer questions about the weather.

As an option: You may ask student to work in pairs in order to ask and answer questions as in Activity 3. Read the instructions and the example given. You can invite some volunteers to the front so they can ask and answer questions about the chart in Activity 1. Help them build the questions and the answers and correct them when necessary. It is important to write some examples of questions and answers at the end of the activity so they can contrast the way questions are said with the way they are written.

Then, you can organize the class in pairs, so they can ask and answer questions about the Mexico Weather Conditions chart.



4. Order the letters to form words about the weather. Then, talk about the weather in your area: complete the questions below.

You should invite students to look at Activity 4 and to read the corresponding instructions. Have students identify the illustrations in the activity and say what each one represents. Then, you may write the scrambled words on the board. Invite some volunteers to unscramble them. Afterwards, tell students to do the same in their Book. You might finally invite them to read and answer the questions below the illustrations. Once students have completed the questions, you may organize them in pairs so they can ask and answer the questions they have just completed.

Wrap up

You may use the following activity to help students reinforce information they have acquired. So adapt the following activity to your students' needs:

Measuring the Weather. Ask students to remind you how they said we measure the weather in Mexico. Motivate them to look for other ways to measure the weather on the internet or in an encyclopedia. You may ask your students to bring the information to the class and to share it with their classmates. Help volunteers say measures using the different systems students investigated.

Student's Book, p. 92

Lead in



5. Look at the weather chart below and describe the predictions for tomorrow's weather.

As an option: Write the word *weather* on the board and ask students to say what it means in Spanish. Then, ask: *What is the weather like today? What was the weather like yesterday? What will the weather be like tomorrow?* Expect students say some characteristics of the weather and to describe it in present, past and future tenses accordingly.

Next, you can help students read the elements of the weather chart in the activity; have them name the times and identify the meaning of the icons in the forecast section. Once they have grasped this information, ask them the way we usually measure the temperature in Mexico; help them say that we use Celsius degrees to do it. You may motivate volunteers to read the temperatures on the right hand side of the chart.

After that, you can ask students get in pairs so they can ask and answer questions about the information in the chart. It is important to monitor the activity while students perform it.

Practice Link



6. Write five sentences using "will" to predict the weather for the day after. Then, transform your sentences to negative and interrogative forms.

You can ask students read the instructions for Activity 6 in their Book. First, you may invite some volunteers to the board, so they can talk about their predictions for the following day's weather. Afterwards, encourage them to find a weather chart on the internet or in a newspaper. You can ask

students use a separate piece of paper and write the five sentences to express the weather predictions for the day after. Remind them to transform sentences to negative and interrogative forms.

Checking Link



7. Read the examples of weather forecasts below. Find the meaning of the underlined words in a bilingual dictionary. Then, answer: Which natural disasters do you know about? Can we forecast them? Why? Why not?



As a possibility: You may write the word: *Forecast* on the board and ask students for its meaning. Invite them to say some examples of the situations one can predict and the way to do it.

You may invite students to read the instructions for activity 7. Then, motivate them to read the title of the text and to identify the three paragraphs. Have them look at each one and to determine if they are part of a text or if each one is a text itself. Then, you can organize students in pairs so they can read the text taking turns. You may ask them to read aloud the first time and in silence, the second time. It is important to tell them that they should correct each other's pronunciation when reading aloud.

Afterwards, it is important to invite students look at the underlined words and to find their meaning in a bilingual dictionary. Once they have finished, write them on the board, so volunteers can read and spell each one; you may ask volunteers to say sentences with the words from the board. Finally, invite students to read the questions at the end of the instruction and to answer them in pairs.

Wrap up

Statues. Have children stand in pairs facing each other. One should be "the statue" while the other touches the parts of the body that you call out: *Head/eyebrows/shoulders/neck/knees/wrist/toes*. Then, have students change roles. Next, invite children to the playground. They will run around and when you say: *Stop!* they will find their partner, stand in front of him/her and touch the body parts you call out in their own bodies.

NOTE: Make students aware of what they can do to develop their listening skills. Suggest spending some time listening to the radio. Remind students that there are online radio stations which they can hear as well. Explain to students that watching TV and movies, without reading the subtitles, is another good option for developing their listening skills.

Student's Book, p. 93

Lead in



8. Read the three paragraphs above and underline the sentences that describe future situations. Then, reflect and answer: Do the underlined sentences express predictions? Why? Are all sentences in the paragraphs written in future tense? Which ones are in present tense? Do they express predictions as well?

An option: Ask students to read the text again and to underline the words which meaning they do not know. Invite them to read the sentences where they are included and to infer their meaning. They could also copy the words and their corresponding meanings in their notebooks.

Then, invite students to read the instructions for Activity 8. They should underline the sentences that describe future situations. Elicit for information on how to build sentences that express predictions. Then, organize the class in pairs, so students can read and answer the questions included in the activity. At the end, you may invite students to answer the questions as a class and to discuss the answers.

Practice Link



9. Review p. 90 Activity 10, sections c) and d). Write some sentences to describe what you think you will do when you finish third grade of secondary. Show your sentences to a partner and ask him / her to correct them.



As an alternative: Help students prepare the necessary material to perform this task. Investigate if they can use the internet and/or if they have access to local newspapers. Motivate them to find a weather chart for



the day after, so they can work with it. It is important to tell them that they should observe it carefully and read the information about the weather forecast for the day after first. Then, they should write some sentences to describe the weather in their area. It would be useful to ask partners help them correct their work.

Checking Link



10. Tell your partner what you predict he / she will do when you all finish secondary school. Then, swap pairs. Remember it is important to say positive things to others, so you do not hurt his / her feelings.

As a suggestion: You may take to the class examples of tv, radio or internet weather forecast programs. Invite students to look or listen to them first. Show them the way the presenter introduces the weather forecast: his/her intonation, volume, poise and posture. Have students reflect on each characteristic and to say their opinion about it. Then, you may invite them to read the instructions for Activity 10. Give some time so students can practice their reading and find their own style as weather forecast reporter. Finally, you may organize students in pairs so they can perform the activity and be evaluated as well.



11. Read the dialog and color the opening with blue, the body with yellow and the ending with red. Then, answer: Why could the characters make a forecast about their graduation party? Can you make similar predictions about other future events?

Wrap up

The following activity might help you develop communicative skills in your students.

TV and Radio Celebs. Ask students the following question: *What do a TV presenter and a Radio Host have in common? Do they have anything in common at all?* Get your students think about who their favorite celebrities are and aren't when they assign each one a positive and a negative superlative. Get groups of six students write the names of several celebrities. There may be sports stars, television personalities, national leaders, or anyone "famous". Each group should have five names. For each celebrity, the group will write two sentences

using superlative adjectives, but without using the person's name. One sentence will be positive. (i.e. *This person is the most entertaining singer.*) The other will be negative. (i.e. *This person is not the most talented TV presenter.*) The groups should write each pair of sentences on an index card and, the celebrity's name to a separate index card. Once they have finished the sentences, have each group shuffle and exchange their pictures and sentences with another group. The second group will try and match the sentences to the right celebrity.

Check Back

This section is part of the evaluation proposal of **English Links 1**. It is very important that you consider these elements when working with it:

- Organize the class in small groups of three students. Have them look at the pages of the four Lessons of this Unit. Encourage them to take notes of those elements they found difficult and to identify the doubts they may have. Then, invite each group to talk about their doubts and clarify them with examples on the board.
- Ask students to identify the two pages for the Check Back of this Unit. Work with the activities of one page at a time. Read the instructions for each activity along with the group and invite them to follow them. They will have to perform some of them in pairs, so monitor their work to organize them when required. In some cases, they will also have to listen to a track, to fill out a chart or a written activity. Be aware of the recordings.
- As the Check Back is an evaluation activity, it is important that students work with these written tasks independently. You should monitor their work, but not correct their performance or give extra help to complete the tasks.
- Once students finish completing all the activities, correct their work. Circle their mistakes and ask them to correct each one. Then, give a mark for their performance according to the number of mistakes they had.

Answers:

Activity 2.

Answers may vary.

Activity 4.

Work with students the Oral Presentation Evaluation Format indicated on the page.

Activity 5.

a) Rainy. b) Rainy and cold. c) Sunny and windy. d) Yes, it is. e) Hot. f) Summer.

Activity 6.

Answers may vary.

Activity 7.

Answers may vary.

Activity 8.

First, /because/Then/After that, /but/Finally

Remember to make and distribute copies of the Self Evaluation and Group Work Evaluation sheets from the printable section. They should work out their sheets and you may talk to each one about them

Product Link

The Product is the most important element in the proposal of **English Links 1**. It both determines and organizes the Achievements and Teaching Guidelines of each Unit. Students are exposed to different tasks your which they will have plenty of opportunity to work with the social practices of the language required in order to build the necessary tools to accomplish the Product at the end of the Unit. Therefore, it is important to consider the following elements while working with the Product in the case of each Unit.

- a) Motivate students to read the Product page at the beginning of each Unit. so they will know what they are expected to do. Help them understand which tasks throughout the Lessons are useful elements for the Product.
- b) At the end of Lesson, have students read the Product page again, emphasizing on the "Materials" section. Encourage them to get the necessary items to solve out the tasks indicated on the Product page.
- c) Read the instructions for the tasks indicated on the Product page. Ask students to work out with each one. Tasks may require individual, pair or small groups work. Check every task students perform so they can gather them to obtain a final result.
- d) All tasks include a "show and tell" part, so motivate students to get the necessary material and have the proper rehearsing sessions to present their work to the class or to guests they might invite.
- e) At the end of the "show and tell session", have a reflection moment with the students. Ask for their performance as a group and for their individual work as well. Along with the students, think about

the things you can improve for the following "show and tell" session.

Games Bank

You can use or adapt these activities to break the ice or call student' attention, when necessary:

Emotions. Tell students that our faces show the way we feel. For example: When somebody gives us a surprise or a present, we feel happy (make a happy face and tell them to make a happy face). When we see something we had never seen before, we feel surprised (Tell them to make a surprise face). When we have been walking around or doing a lot of exercise for many hours, we feel tired (tell them to make a tired face). Provide other examples for the adjectives: *happy, surprised, tired, angry, anxious, frustrated, worried, sad*. Encourage them to say: *I'm happy/surprised/tired*, and to add a reason for said emotion. Have students say: *I am/feel angry when my friends do not do what I want*.

Making Words. Organize the class in teams of five students and have them use their notebooks. Write the word: *Vacations* on the board. Ask team members to write down as many words as they can by using the letters in the word. They may use their bilingual dictionaries. Allow teams enough time to complete the activity. Then, have students take turns to tell you the words they wrote. The team with the most words, will win the game.

Verb competition. Organize the class in groups of three students. Name a student from one of the teams to choose a place (an amusement park, a supermarket, the movie theater, at a Fortune Teller's etc.) Set a timer for one minute. Everyone in the group writes down as many action verbs as they can think for that place. When time is over, ask students to compare their verbs with those of the other teams. Ask students to cross out any verbs that someone else in the other teams have. The group with the most unique verbs will be the winner.

Guess the day. Prepare two lists of dates under these categories: *Long weekends in Mexico, and birthdays of people in the class*. Write only the date, of some examples out of each category on the board. Have students read it first. Then, they will say what they think they could celebrate on that day.

Hangman. Organize the class in two teams. Use vocabulary words worked out throughout the Unit. Draw the first letter of the word and a line for each missing letter. Have students guess said letters; every mistake they have represents a part of the hangman to

be drawn. If you finish drawing the hangman and the learners have not guessed the word, they lose. Follow this procedure with both teams.

Teaching Tips

- Whenever you are eliciting answers from students after listening to a conversation, encourage students to elaborate on their answers and if they do so in their L1, make sure to reinforce their answers in English. In this way, learners will get used to elaborate in L2.
- It is always a good idea to monitor students while they are having an oral practice. This way, you can take notes of their common mistakes. When students have finished their oral practice, you can write the mistakes on the board and have learners correct the words or sentences in pairs.
- Students need to be involved in tasks they find interesting in an environment where active and successful learning is encouraged. Students make the most progress when they are enjoying themselves. Competitions and quizzes keep motivation levels high, and rewards for communicating in the target language in the various skill areas offer chances for constant self-improvement. The smallest of tasks, such as matching pictures to words or phrases, or even word searches, can be turned into competitions – against the clock, first to finish, fastest class, etc.
- Every day, open your dictionary to any page and read a word. Any new word. Read it. Say it. Say it again. Read the definitions and example sentences. Try to make a sentence with the new word. Try to use the word over the next few days. Tell your mother about the new word. Tell your friends. Tell your teacher. Random words can be difficult to learn, but you will be surprised at how much you remember if you tell other people about them.
- Dictionaries are great resources, no doubt, but that doesn't mean you should run to the dictionary every time you hear or read a word you don't know.
- Try to guess at a word's meaning by the other words around it (the context).
- Keep reading or listening, as maybe there will be an explanation coming.
- If you still don't understand, look up the words or make notes to look up the words later.
- Copying questions can be a great help for both, teachers and students. Teachers can make sure learners understand the questions and students internalize the structure and spelling of them.
- Whenever you are eliciting answers from students after listening to a conversation, encourage students to elaborate on their answers and if they do so in their L1, make sure to reinforce their answers in English. In this way, learners will get used to elaborate in L2.



Unit 6 • Our Body

Lesson 1. Who is Older?

Student's Book, p. 99

Lead in

You should write on the board the names of the characters of the book (*Nina, Jim, Emily and Jerry*). Then, ask students to describe them. Write the adjectives on the board to make students aware of the adjectives other students contribute with.



1. Look at the adjectives below. What do they mean? Then, talk about the characters in the chart.

You may write on the board the names of the characters of the book (*Nina, Jim, Emily and Jerry*). Then, ask students to describe them. Write the adjectives on the board. Draw students' attention to page 141, Activity 1. Ask them to look at the adjectives in the chart and find out the meaning of the adjectives from the box. Write on the board: *Age, Height and Weight*, and say these sentences to compare the characteristics of the characters: *Jerry is older than Jim/Emily, Emily is thinner than Nina/Jim, Jim is shorter than Nina/Jerry, Nina is as young as Jim*. Have you students say the models chorally and individually. Then, organize the class in pairs and encourage them to practice the models. Monitor the activity closely.

Practice Link

2. Write some sentences about Nina, Jim, Emily and Jerry in your notebook. Ask your teacher to help you correct them.

With the book closed, you can encourage students to remember the characters' traits. Cue students: *Jerry/old*; name a student to make a sentence: *Jerry is older than Emily*. Repeat the procedure with the rest of the adjectives.

As an option, draw students' attention to Activity 2, read the instructions and encourage them to write more examples in their notebooks. When students have finished, ask them to compare their sentences with those of other classmates.

3. Read the sentences and circle T for true sentences and F for false ones.

- a) Nina and Jim are older than Emily T F
b) Emily is younger than Jerry. T F

- c) Jim is as old as Nina. T F
d) Jerry is shorter than Nina. T F
e) Emily is thinner than Nina and Jim. T F
f) Nina is heavier than Jerry. T F

You might ask students to look at the sentences in Activity 3 and ask them to read the sentences with you. Then, work with one sentence at a time along with them, say: *Nina and Jim are older than Emily. Is it True or False?* Tell you students to look at the information from the chart in Activity 1 to find out if the sentences are true or false. If the answers are *False*, encourage students to justify their answers. Motivate them to give complete answers.

Answers:

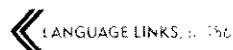
- a) T
b) T
c) T
d) F-jerry is 1.52 and Nina 1.46 m tall
e) T
f) F-Nina is as heavy as Jerry.

Checking Link

4. Read the underlined words in the previous activity and answer these questions. What is the meaning of the words: *shorter than*? Does the phrase: *as old as* refer to comparison or equality form? What can you notice about the words: *thinner and heavier*?

It is important to focus students' attention on Activity 4. Read the instructions. Have students look at the underlined words in the sentences of Activity 3. Ask them to read the underlined words and one their meaning in Spanish. Then, organize the class in pairs and have students ask and answer the questions from the activity. Have them deduce that: *ending -er in adjectives implies comparison* and: *as + adjective + as denotes equality*. Tell them that adding endings in words, make them change as in: *thin*, you double the last letter, and in *heavy*, you change "y" for "ier". Ask students to pick some examples and to write them on their notebook.

You are suggested to work with the **Remember!** section: Ask students to read the information carefully. Encourage them to come up with examples.



Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Who is it? Ask students to close their book and explain that you are going to test how much they can remember about the characters in Activity 1. Describe one of the characters from Activity 1 by saying: *This person is older than Jim/Emily. Who is it?* The students should guess who he/she is: *It's Jerry. He's older than Jim and Emily.* Ask students to work in pairs and test their partner. Student A opens his/her book in Activity 1, mentions a characteristic of one of the characters: *This person is...* Student B guesses who is being described. Students then swap roles. Student B describes a person and Student A guesses who is being described.

Student's Book, p. 100

Lead in

It is important to highlight the way adjectives change in comparative and superlative forms. Write on the board the headlines: *Comparative* and *Superlative*. Then, name a student to go to the board. Dictate an adjective and encourage him/her to write the correct forms of the adjectives. Repeat the procedure with the rest of the adjectives.

5. Look at the chart in Activity 1 and answer these questions.



- Who is the tallest of the four?
- Who is the shortest of the four?
- Who is the oldest of the four?
- Who is the thinnest of the four?

You can invite students to describe and compare the characters from the book: Nina, Jim, Emily and Jerry. Ask them to look at the adjectives in the chart of Activity 1 and mention these sentences in superlative form: *Emily is the youngest of the four. Jerry is the oldest. Jerry is the tallest. Emily is the thinnest of the four.* Have students say the models chorally and individually. Then, organize the class in pairs and encourage them to practice the models. Monitor the activity closely.

Afterwards, you should invite students to complete Activity 6 as required. Have students answer the questions by using complete sentences. Monitor students' work. Check the activity as a class on the board.

Practice Link



6. Talk about the characters as in the example.

As an option: Organize students in pairs. Then, motivate them to perform Activity 7. Provide the correct pronunciation where necessary. Then, encourage students to role play the conversation by substituting the adjectives every time. Check the activity as a class, inviting a pair or two to go to the board and act out their conversations. Then, write these sentences on the board: *Emily is the thinnest of the four. Jerry is the heaviest of the four.* Have them deduce that: ending "-est" in adjectives implies the use of the superlative form: "the most or the least ... in a group". Tell them that adding endings in words, make them change as in: thin, you double the last letter: *thinnest*, and in heavy, you change "y" for "ier": *heaviest*. Ask students to provide some examples and to write them on their notebook.

It is a good idea to work with the **Remember!** section: Ask students to read the information carefully. Encourage them to say examples.



7. Organize groups of 4 students. Name a captain and ask him / her to compare students' age, height and weight.

You can organize the class into groups of 4. Focus students' attention on Activity 8. Name a captain and encourage him/her to compare students' age, height and weight. Repeat the procedure with the rest of the teams. Elicit answers from students and correct when necessary or encourage the rest of the class to correct their classmates.



8. Look at Activity 5. Use a separate piece of paper. Make a chart of the group you worked with as in Activity 1. Then, work with a partner so you can ask and answer questions about the physical characteristics of each character.



You can ask students to copy the chart from the Students' Book, activity 1 on a separate piece of paper. Then, ask students to include the name and information of those classmates they worked with in Activity 8. Then, when students have finished, encourage them to compare their charts. Monitor students' work and assist them when necessary.

It is important to take the opportunity to talk to students about the importance of respecting others. Have students work as a class or in small groups to brainstorm responses to the question, *What does "respect" mean to me?* Draw to students' attention the "Golden Rule" – Treat others the way you would like to be treated – as a simple definition of the word. Have students make a list of synonyms for the word *respect*. For example: *esteem, honor, regard, value, cherish, appreciate, admire, praise, compliment.*

Checking Link

9. Look at the adjectives below and perform these activities.

- Color the short adjectives red and the long adjectives blue. Use a bilingual dictionary to find the meaning of the adjectives you do not know.
- Mention the comparative and superlative forms of the adjectives. How do we form the comparative and superlative forms of: *delicious, beautiful, expensive, and colorful?*
- Use your notebook. Write the comparative and superlative forms of the adjectives in the box. Ask your teacher to help you correct your work.
- Work in pairs. Come up with sentences using the comparative and superlative forms of the adjectives in the box.

You should focus students' attention on Activity 10. Read instructions one by one, allowing students time to accomplish the task. When you get to Activity **c** encourage you learners to write a chart (See answers) in their notebooks, so as to make the task easier for them to do.

As an option: Encourage students to make a comparison between short and long adjectives and the way you say the, comparative form.

Answers:

- Short adjectives: *big, short, old, cheap, new, slow, fast, long, good, tall, bad, small, heavy.* Long adjectives: *delicious, beautiful, expensive, colorful.*
- More delicious, more beautiful, more expensive and more colorful.*

You may motivate students to make a chart as the one below to accomplish task **c**. Then, motivate students to work with task **d** in pairs and to say sentences using the adjectives in their chart.

Adjective	Comparative form	Superlative form
big	bigger	the biggest
short	shorter	the shortest
old	older	the oldest
cheap	cheaper	the cheapest
new	newer	the newest
slow	slower	the slowest
fast	faster	the fastest
long	longer	the longest
good	better	the best
tall	taller	the tallest
bad	worse	the worst
small	smaller	the smallest
heavy	heavier	the heaviest
delicious	more delicious	the most delicious
beautiful	more beautiful	the most beautiful
expensive	more expensive	the most expensive
colorful	more colorful	the most colorful

Wrap up

The following activity encourages communication. You can adapt it.

Comparing. Organize students in pairs. Assign each pair a different comparison topic. Examples: *Three fast-food restaurants, three famous people, three cars, three animals.* On the board, make a list of adjectives. Have students choose adjectives from the list to compare the elements in the topic they chose. Then, motivate them to write 10 sentences using comparative, superlative and equality form of adjectives in their notebooks.

Some adjectives to include:

beautiful, nice, rich, ugly, elegant, attractive, bright, handsome, noisy, serious, wise, busy, messy, old, short, wonderful, nice, empty, neat, pretty, tall, young, expensive.

Student's Book, p. 101

Lead in

Pre-teach: *dizzy, tablets.*



Track 28

10. Listen to Nina and Jim talking to the doctor and answer the following questions:



- Are Nina's eating habits healthy? Why?
- What does the doctor suggest she do?
- Are your eating habits healthy? Why?

You should explain to the students that they are going to hear a conversation between Nina and the doctor. Before playing the Track, encourage students to tell you what they think is wrong with Nina and why she is at the doctor's. Brainstorm ideas from students. Next, read the instructions from Activity 11 along. Play Track 41 and ask students to say words they might not understand from the conversation. Next, ask for general comprehension questions. Then, encourage students to answer the questions in pairs. Check answers together the. Encourage students to provide complete answers.

Answers:

No, because she eats a lot of junk food and drinks too much coffee. / Not to drink so much coffee. To drink milk and water. Stop eating junk food. To eat healthy food. / Answers may vary.

Track 28

- NINA:** Good morning, doctor.
DOCTOR: Oh, you don't look well. What's the matter?
JIM: She feels sick.
NINA: I feel dizzy and I have a stomach ache.
DOCTOR: What do you usually eat in the morning?
NINA: I usually have some fruit and three cups of coffee.
DOCTOR: I see... coffee. Then, what do you do?
NINA: I go to my aerobics class. After that, I eat some chips.
JIM: And we always have a soda, too.
DOCTOR: Okay. Take one of these tablets every twelve hours.
NINA: Do you think I'll be all right tomorrow?
DOCTOR: Of course, but don't drink so much coffee. Drink milk and water instead. Don't eat junk food; that's not very healthy. Eat salads and fresh food.
NINA: All right, doctor. Thank you very much.
DOCTOR: Take care, guys.

11. Listen to the dialog again and identify what the doctor...

You might ask students to tell you, in general terms, what the conversation between Nina and the doctor

was about. Then, tell the class that they will listen to the conversation again, so as to identify what he recommends and doesn't recommend. Encourage students to write down the information under the correct column. Check the activity as a class.

Answers:

Recommends	Doesn't recommend
- Take a tablet every twelve hours.	- don't drink so much coffee.
- Drink milk and water	- Don't eat junk food.
- Eat salads and fresh food.	

Work with the **Remember!** section: Ask students to read the information carefully. Encourage them to say examples.

Practice Link

12. Read the article below and circle the correct alternative. The text comes from:

It is important to focus students' attention on Activity 13. Ask students to tell you, without reading, the kind of text this is, and encourage students to justify their answers. Then, motivate you pupils to follow the instructions given for the task.

Answers: b

Checking Link



13. Form groups of five students. Read the text above and perform the following tasks.

- Look at the magazine article again and find eight food names. Then list four things that are recommended and two that are not.
- Talk about your own health problems.
- Give some advice to your classmates. Write the pieces of advice in your notebook.
- Move around the classroom and find out what health problems there are in your class. Make a list of them. Write some suggestions for each case and give them back to your classmates.

You might focus students' attention on Activity 14. Read instructions one by one, allowing students time to accomplish each task. When you get to Activity **b** draw students' attention to the *Getting Ready* chart and prepare students to talk about their habits. Model the conversation by giving some examples about yourself. Then, name a student and ask about his/her habits: *What about you, Sandra?* Elicit the student's response: *I don't like water, so I drink soda all the time.* Repeat the procedure with two more students. Then have them work in their teams.

When you reach Activity **c**, you might encourage students to give some advice to their classmates about their habits. Encourage students to write their advice in their notebooks. Monitor students' work. Assist them when necessary.

Answers:

- a) Fruit, vegetables, fish, cereals, junk food, sodas, water, yogurt, low fat cheese, low fat milk

Recommended:

- Eat lots of fruit, vegetables, fish and cereals.
- Drink a lot of water, at least eight glasses of water a day.
- Eat yoghurt, low fat cheese and drink two glasses of low fat milk every day
- Practice some kind of exercise every day.

Not recommended:

- Don't eat junk food or sodas.

Wrap up

The following activity might be useful:

Reflection Activity. Define and rephrase terms from the Lesson: *Healthy habits, unhealthy habits* by asking students to say what each term refers to. Then, ask them to respond to the following questions: *What are healthy habits? Can you say an example? What are unhealthy habits? Can you say an example? Why is it important to follow good habits and avoid bad ones?* Encourage students to speak up and give their opinion. Afterwards, invite them to the board to write imperative sentences that help you give advice.

Lesson 2. Our Body

Student's Book, p. 102

Lead in

Prepare 28 cardboard strips (5 cm. wide) and write the following words with a black marker: *head, trunk,*

limbs, hair, eyes, eyebrows, eyelashes, mouth, nose, teeth, tongue, chin, cheeks, ears, neck, waist, backbone, arms, legs, shoulder, elbow, wrist, hand, fingers, knee, ankle, foot, toes. You should show the strips to the students and help them read each one chorally and individually. Then, have students stand up and touch their body parts you mention. Finally, have them spell out each word. (Keep the strips for later use).

Practice Link



Track 29

1. Listen and read the text below. Underline the words you do not know and use a bilingual dictionary to learn their meaning.



You should write on the board *The Human Body*. Then, invite students to go to the board to write as many words as they know about the topic. Then, explain to the students that they are going to listen to a description of the Human Body. Play Track 29 without pausing it and ask students to listen while they read the text on page 102. Later on, encourage students to close their books and tell you how much they remember from the listening.

It is important to motivate students to read the text and to underline the words they don't know. Ask them to look for them in their dictionaries and finally, to close their books and listen to Track 29 again.

Track 29

The Human Body

The main parts of the human body are: the head, the trunk and the limbs. We have hair on our heads. Inside the head, we have the brain. We think with our brain.

Between the forehead and the eyes we find the eyebrows. We see with our eyes. Two important parts of the eyes are: the eyelids and the eyelashes. Between the eyes and the mouth, we see the nose. We smell with our nose.

The mouth has lips, teeth and tongue. We eat, talk, drink and smile with our mouth. We kiss with our lips and chew with our teeth. Between the chin and the eyes, we find the cheeks. On both sides of the head, we find the ears. We hear with our ears. The neck joins the head to the trunk.

In your trunk, we have the chest. Inside the chest, we find the heart and the lungs. The abdomen separates the chest from the waist. In the back, there is the backbone. We have four limbs: two arms and two legs. The principal parts of the arms are: the shoulder, the elbow, the wrist and the hand.

The hand has five fingers: The thumb, the forefinger, the middle finger, the ring finger, and the little finger. The fingers have nails.

The principal parts of the legs are: the thigh, the knee, the shin, the calf, the ankle, the foot and the toes.

We have five senses: sight, hearing, taste, smell, and touch.

Checking Link

You can invite students to work with the text. First, have them look at the diagrams and identify the parts of the body. Next, ask students to work in pairs and stand facing each other. Motivate them to touch and say each one's body parts. Then, have students read the text in pairs and make a list in their notebooks, answering these questions: *What are the parts of the head and face? What are the parts of the mouth? What are the parts of the trunk? What are the parts of the arm? What are the parts of the leg?* Encourage students to swap pairs and read their lists taking turns; monitor students' pronunciation closely.

Then, you should have students read about the five senses. Have them describe each one and say examples of the elements they perceive through each sense.

Finally, you can ask students to read the text while they listen to Track 29 carefully.

Wrap up

The following is a possibility to help students use language to accomplish the final product of the unit.

Guess the Body Part. Organize the class into two teams, **A** and **B**. Explain to students that you will be giving them some cues about a body part and they will have to guess what part of the human body are you describing. Explain that teams will take turns in guessing. If the guess is incorrect, the other team will have the chance to give the correct answer. The winner will be the team with the most points.

Examples: "They protect your eyes = eyelashes," "It's between your neck and abdomen" = chest, "They send information to all your body – brain," "It's between your eyebrows and hair" = forehead, "You have five of them" = fingers/toes, "It helps you bend your arm" = elbow, "It's inside the mouth" = tongue, "It's between your leg and ankle" = knee, "It's inside the chest" = heart, "It's between your neck and arm" = shoulder.

Student's Book, p. 103

Lead in



2. Read the text about *The Human Body* again and perform the following tasks.



An option: Focus students' attention on Activity 2. Read instructions one by one, allowing students time to accomplish the tasks. Monitor students' work and assist them, if necessary. Check their performance in each task. Work with instructions for tasks **a** and **b**. Have students listen to Track 29 while they work with their drawings.

First, you can have your pupils take a look at the illustration on the page and identify the body parts accordingly. Then, have them read the text again and complete the graphic organizer. Tell students that these type of tools help them organize information to understand the topic they are working with, and to learn the elements involved better. Check students' organizers.

Practice Link

As a suggestion: Ask students to read the instructions for tasks **c**, **d** and **e** and to follow them accordingly.

- c) Name the parts of the eyes and the parts of the mouth. Identify these parts in your partner's face.
- d) Use your notebook. Draw an arm, a hand, and a leg; write the parts of each one. Ask your teacher to help you correct your work.
- e) Look for the words: *Human, trunk, principal, and abdomen in the text*. How do you mention them in Spanish? Are they **cognates**? Why?
- f) Identify and underline the words: *brain, heart, lungs, backbone*. Discuss: What is the function of each body part? Why are they important to make our body work?
- g) Read and answer these questions. Which are the five senses? What body parts relate to each sense?

Once they finish, you may ask your pupils students to read the definition for the word "cognate" on the left-

hand side of the page. Have them find cognates in the reading text and write them in their notebook as well. You can have your learners work with task **f** and find information they might not know in an English - English dictionary or on the Internet. It is important that they know it is not important that they learn everything they find about the human body. The purpose of the Unit is for them to get familiarized with this type of information only.

Finally, have students look at the illustrations of the five senses in the text and say what body part each one refers to. Then, have students answer the questions in this task.

Monitor students' work along their performance with each of the tasks and correct them when necessary.

Checking Link



3. Listen and say the words after the track. Spell out the words in pairs.

Track 30

As an alternative: Explain to students that they will be hearing the correct pronunciation of the body parts. Ask students to listen to Track 43 and repeat the words. Play the recording for the first time. Give time for students to pronounce the words correctly. Correct pronunciation, if necessary. Then, organize the class into pairs and ask students to spell the words. Invite students to take turns in doing so. Finally, ask students to work with the repetition activity again and reproduce the Track.



4. Read the text from p. 102 and study the diagram from Activity 2. Use a separate piece of paper. Draw a human body and identify all the body parts mentioned in the text you read. Compare your drawing with that of another partner and see if you understand the information.



knee, ankle, foot, toes. Make small newspaper balls and tape each label on one of the balls. You will also need a sheet or tablecloth. Invite the group to the playground so you can put the balls on top. Hold the sheet together and shake it up and down to "make popcorn". Have students pick the balls up from the ground, read each label and spell it out afterwards. Repeat the activity several times.

Student's Book, p. 104

Lead in



5. Make groups of five students and perform these tasks:

- Ask and answer these questions: Do you exercise on a regular basis? What sports do you play? How often do you play them? Do you think it is important to exercise? Why?
- Use the internet and find information about: Aerobic exercise. Write some notes about it. These questions can help you:
 - What does aerobic mean?
 - Which are aerobic activities?
 - What is aerobic exercise?
 - Why do people do aerobic exercise?
- Design a Physical Fitness Questionnaire using Yes/ No questions. Use the chart below.
- Interview each other to complete the chart. Then talk with the other teams about your chart.
- Reflect on your team work. Mark with a (✓) the answer to your participation in the teamwork activity. Next, talk with your partners about it.

You should focus students' attention on activity 5. Read instructions one by one, allowing students time to accomplish the tasks accordingly.

You can have students work with the first task. It is important that students understand the importance of exercise in their daily routine in order to make it a lifelong habit. Help them come up with examples of the type of exercise they can practice, according to the characteristics of their community. Walking and jogging in a park or open area is an excellent option, for example. Then, have students work with task **b**. They should look for information on the Internet and take notes. Tell the class that taking notes is a very

Wrap up

The following activity might be useful:

The Popcorn Game. Before you play this game, prepare 28 small labels with the following vocabulary words: *head, trunk, limbs, hair, eyes, eyebrows, eyelashes, mouth, nose, teeth, tongue, chin, cheeks, ears, neck, waist, backbone, arms, legs, shoulder, elbow, wrist, hand, fingers,*

good, but difficult practice. However, it is a useful tool. Encourage them to write down the main ideas from the information they read; tell them that they should decide what is important and what is not according to the questions they have to answer.



- 6. Make groups of six students and discuss: Is it important to do exercise? What parts of your body do you exercise when you run/dance/do aerobics? Then, take one of the two alternatives: Look at the internet site below and choose any of Bruno Mars' songs or choose a song of your preference. Design an aerobics choreography for the song you chose. Show your choreography to your class.**

Practice Link

When you get to task c, you should prepare students for the task. Write on the board the following questions: *Do you climb stairs at home? Do you watch TV or videos for long hours? Do you play video games all day long? Do you use the computer in school on outside? Do you ride a bicycle? Do you practice any sport regularly? Do you dance regularly? Do you walk to school?* Have them read each one chorally and individually. Then, organize the group in pairs so they can ask and answer the questions. Check students, work and encourage them to write other questions they can think of to interview their classmates. Afterwards, have students work with the task. It is important to encourage you pupils to work with task d and monitor the activity closely. It is important that students feel free to make their interviews and share their information with other mates, so they will be able to reflect on their performance in task e. Once students finish with the questionnaire work, have them read the chart about their team work participation. It is very important to read and reflect on each of the sentences before they mark their answer. Ask students to be honest about their performance because it is the only way to make changes, in case they are necessary. Add that team work is the basis for good results while performing tasks.

Checking Link

You might motivate students to read the instructions for Activity 6. Ask students to consider the opinion of all the group members when they decide on the music and on the choreography. Give students time to practice the choreography and organize a session for them to show their work.

Wrap up

This activity might help you end your class.

Our Five Senses. Prepare the following questions on colored paper sheets. Use a paper sheet per question: *When you wake up in the morning, what are the first things you see? Hear? Smell? Touch? Taste? Which parts of the body help you see? Which parts of the body help you hear? Which parts of the body help you smell? Which parts of the body help you taste? Which parts of the body help you touch?* Next, paste the questions around the classroom. Invite students to stand up with their notebooks. Encourage them to walk around the classroom reading the questions and answering them in their notebooks. Then, discuss answers with the whole class.

Lesson 3. Our Senses

Student's Book, p. 105

Lead in



- 1. Unscramble the letters and write the words. Next, match the words with the pictures. Then answer: What do the senses do? How many senses do we have? How do the senses work?**



As an alternative: Tell students that they are going to explore how their senses work, and what kinds of information they tell you. Draw students' attention to Activity 1. Read the questions aloud; make sure students understand the instructions. Monitor the activity and help students with vocabulary, if necessary.

Answers:

Sight, touch, hearing, smell, taste. The five senses – seeing, hearing, smelling, tasting, and touch – help you notice the world around you. They're pretty powerful! You use your eyes to see, your ears to hear, your nose to smell, your tongue to taste, and your skin to feel.

Practice Link



- 2. Read the text and find the meaning of the underlined words in a bilingual dictionary. Say examples of things you can perceive through your senses.**

You can write the title of the text on the board: *Our Five Senses*. Then, encourage students to tell you what they think the text will be about. Brainstorm ideas from students and write them down on the board. Then, draw students' attention to Activity 2. Read the instructions aloud. Have students read the text and ask them to find the meaning of the underlined words. Afterwards, motivate students to read the text in silence again.



Answers:

Recoger, sabores, sensorial, olores, presión, dolor.

Checking Link

You should work with images from the Internet. Find images that show items we can perceive with our senses: a landscape, the rain, a plate with food, a drink, a baby, a piano, a rock concert, the sun. Print them and show them to the class. Encourage students to describe each one and to mention the organs they use to sense the feelings each one produce to them. Have them say: *I can see the food on the plate and I can also smell it. I can see the rain, I like to feel it in my body and I hear the drops falling.* Students will say some sentences in Spanish, help them use English to express them.

Next, remember to ask students to read the text about *Our Five Senses* again. Work with one sense at a time. Read the information on each sense and ask comprehension questions. Ask students to find some words you mention and spell them out. Then, ask volunteers to come up with examples of sentences in which they describe how they use that sense to perceive information from the outside world.

Wrap up

The following activity might be useful:

What's the Word? Organize the group in pairs and ask students to write in their notebooks 10 words they remember from the Unit. Ask them not to show their words to their partner. When they have finished writing the words in their notebooks, ask them to stand up. Explain that they will take turns writing those words on their classmate's back. They have to guess the word which is being written on their back. The student who guesses the word, has to use it in a sentence. If the sentence is correct, they'll get a point. The student who gets more points will be the winner.

Student's Book, p. 106

Lead in



3. Read the text about *Our Five Senses* again and complete the following tasks:

- Read and answer these questions.
 - Which sense organs are in our head? Which organ interprets the information we gather?

- Which are the organs we use for hearing? Which sense organ covers the whole body? What do eyelashes and eyelids do?

- Identify the verbs of perception in the text and underline them: to look, to sound, to hear, to smell, to taste, to feel. Spell them out and write sentences with each verb in your notebook.
- Identify the parts of the eye. Write their corresponding name.

You can ask students to tell you what they remember from the text. Then, draw students' attention to activity 3. Organize the class in pairs. Read the instructions aloud. Have students read the text again and have them complete the tasks, one by one. Provide feedback after each activity.

It is important to work with the first task. Make sure students understand the questions and clarify any doubts they may have.

Answers:

- hearing, smell, sight, taste. The brain. The ears. The skin. They protect the eyes.

Practice Link

Work with task **b** in detail. Invite students to look for the meaning of the word: *Perception* in their dictionaries and ask them to say in which ways each verb refers to the word "perception". Encourage students to make use sentences with the verbs before they write them in their notebooks. Afterwards, motivate students to draw the diagram of the eye required in task **c**. Motivate them to use the Internet if necessary or to visit the library to look for the diagram in an encyclopedia.



4. Find the meaning of the underlined adjectives in a bilingual dictionary. Say the adjectives aloud and name nouns for each one of them.

It is important to draw students' attention to Activity 4. Read the instructions aloud and make sure all of the students understand what to do. When students finished looking up for the words in the dictionary, organize them in pairs. Encourage them to read the corresponding words in their books chorally and individually. Then, to spell each one. Afterwards, have them give some examples with them. They should describe items the way they feel them.

Checking Link

5. Identify the elements in the pictures. Look at the adjectives and match them with the pictures. Then, ask questions as in the example below.

As an option: Draw students' attention to activity 5. Read the instructions aloud and make sure all of the students understand what to do. Encourage students to match the adjectives to the pictures. Introduce the question-answer circuit. First, you ask students; then, have them ask you. Finally, organize them in pairs so they can practice the circuit.

STUDENT A: *How does cotton feel?*

STUDENT B: *It feels soft.*

STUDENT A: *How does a wave sound?*

STUDENT B: *It sounds rough.*

Wrap up

Consider this activity to close the class:

Two letters. Students are given two letters of the alphabet and they must come up with a word that includes both of those letters. If the letters are "b" and "n" for example, the student will say "B plus N = ..." and then, finish with a word like "brain". Another person has to do the same in a shorter amount of time. Then, give two other letters and follow the same procedure with the class.

Student's Book, p. 107



6. Use your notebook. Write sentences using the comparative and superlative form of the adjectives in Activity 5.

As a possibility: Copy the chart below on the board and motivate students to copy it in their notebooks. Have them complete it and use some of the adjectives to accomplish task 6.

Adjective	Comparative	Superlative
Rough		the roughest
	softer	
Big	bigger	
Small		the loudest
	louder	the lowest
Sweet		
Hot		the hottest

Lead in



7. Review information in Activity 1. Read the information about *Our Five Senses* in Activity 2, p. 105 again and write notes about it. Include the following information:



- General information about the five senses.
- Specific information about each sense.
- Examples of information or objects that we perceive through each sense.

As a suggestion: Organize the class into pairs and ask students to tell each other what the text, about the *Our Five Senses*, was about. Encourage students to recall information without looking at the text in their book. Later on, direct students' attention to Activity 7. Ask you pupils students to reread the text from Activity 2, page 146, and focus on the required information. Tell students that it is important to consider the main ideas of the text when taking notes. Work with an example for the class. Say: *The text starts with a general idea on what senses are and then points out the characteristics of each of the five senses.* Monitor the activity while students are working and assist them when necessary.

Practice Link



8. Use a separate piece of paper. Read your partner's notes and make corrections, if necessary. Then, write 8 questions about the notes. Give them to your partner and ask him/her to answer them.

You might encourage students to work in pairs and to read each other's notes aloud. Then, in silence, order them to make corrections. Afterwards, have them dram questions cegerang the notes and answer them accordingly. Finally, have students write 8 questions about their notes and have their partner answer them. Monitor the activity and assist students, if necessary.

Reading Book
Artificial Intelligence Robot
Kids'



9. Read pages 73 to 84 in pairs and perform the following tasks.

- a) Read your answers: What is artificial intelligence? What are robots? What can they do? Who is ITod? What can ITod do? Can you describe the Toy-Bag program? Why do scientists think ITod can benefit from spending time with real kids? What do you think about ITod?

- b) Use a bilingual dictionary to find the meaning of the words you do not know.
- c) Take turns to read the text pages with a partner aloud.
- d) Use your notebook to write ten questions about the text you read. Then ask another pair to answer your questions orally.
- e) Underline the adjectives in the story. Then use them to come up with sentences that describe ITod.
- f) Look at the pictures in the story and describe them.
- g) Use a separate piece of paper. Write notes about: ITod, the scientists, and artificial intelligence. Ask your teacher to help you correct your notes.

You might on the board the title of the next story: *Artificial Intelligence: Robot Kids!* Ask students to tell you what they think the story can be about. Ask learners to tell you if they know anything about artificial intelligence. Encourage students to mention movies they have watched involving the topic.

It is important to focus students' attention to Activity 9. Read instructions one by one, allowing students time to accomplish the tasks. Motivate you students to read the questions for the first task. Clarify any doubts if necessary and help students answer them in pairs. Help them go to the Internet in case they need information for the answers.

Answers:

- a) Computer systems able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages. / They are machines capable of carrying out a complex series of actions automatically, especially those programmable by a computer. / It's a machine resembling a human being and able to replicate certain human movements and functions automatically. / It's a robot. / He has ability to sense the position of his arms and body in space. / The goal is to uncover a toy car. / Because the robot can learn from real people.

Checking Link

As a suggestion: Motivate students to read the story pages about I-Tod in their **Reading Book** in silence. Then, introduce comprehension questions. Have students identify the characters and the setting of the story. Then, urge them to describe the conflict and the

way the story ends. Afterwards, have them perform tasks **b** and **c** carefully.

You can organize students in groups of three and encourage them to ask questions about the story pages. Then, have them perform tasks **d** and **e**. Monitor students' work closely and help them make corrections to their written work when necessary.

You should prepare students to work with task **g**. First, have them look at the pictures of the story as indicated in task **f** and describe each of them. Have students identify the main ideas of the story and write them on the board. Then, have them talk about specific details to help one understand the main ideas. Write them on the board as well and then, have students write their notes as indicated in task **g**.

Wrap up

As a possibility to finish the class:

Your Family. Give your students 10 adjectives that can be used to describe people. Write them on the board, you may want to include adjectives like: *old, young, elegant, nice, talkative, silent, tall, heavy, happy, funny, etc.* Then, challenge students to write a sentence using the superlative form of each adjective. The sentence should be about a person in their family. Have volunteers say examples before they perform the activity. Once the sentences are completed, each person should write a list of the family members who appeared in their sentences. Motivate students to share their sentences and their lists with other partners.

Lesson 4. The Systems of our Body

Student's Book, p. 108

Lead in



1. Read and discuss these questions. **What does the nervous system do? Which organs make our nervous system? What is the function of each of these organs?**



Before students work with the activity, you can pre-teach: *Brain, nerves, spinal cord, and organs.* Write the words on the board and ask students if they know what each one means. Have them read each word and spell it out. Ask students if they know the function of the brain in our body. Write their ideas on the board and ask them to find more information about the brain and the nervous system on the Internet.

Afterwards, you may focus students' attention on Activity 1. Organize it is important to class in pairs.

Read the questions aloud and make sure students understand them. Then have students discuss them.

Practice Link

2. Read Jim's notes about the nervous system and find the meaning of the underlined words in a bilingual dictionary.

Before students work with the activity, you can write on the board: *The Nervous System, The Brain and Exercising your Memory*. Organize the class in three groups. Assign a topic to each group and ask them to write down the most relevant information related to their topic. Encourage them to look for information about their topic on the Internet or in an encyclopedia from the school library. As soon as the teams have finished their notes, ask each team to share their information with the rest of the class. Afterwards, have them read the instructions for Activity 2 and work it out. Check the activity as a class, and make emphasis on the words, pronunciation.

Answers:

Enable - dar la capacidad, skull - cráneo, structures - estructuras, spinal bulb - médula, spinal cord - columna vertebral, improves - mejora.

Checking Link

3. Read Jim's notes again and match the questions with the corresponding answers.

You should read the instructions from Activity 3. Ask students to tell you what the text is about. Have a volunteer read the questions aloud. Read the first question: *Does the nervous system coordinate our movements?* Name a student to answer the question, by choosing the correct answer from the right. Then, ask students to do the same with the rest of the questions. At the end, have students say what they learned about the nervous system and the brain; have them give some practical examples for exercising their memory.

Answers:

Yes, it does, Nervous system. The skull, Texts or poems, Through activity.

Wrap up

The following activity might be useful:

Cognates. On the board, write the following words in list form: *Skeleton, human, principal, parts, trunk, abdomen, stomach, color, senses, sensory, information, odors*. Ask students to look at the word list and decide if they recognize these words as cognates – words which look the same in their mother tongue. Ask students to look up in a dictionary more cognates related to the human body.

Student's Book, p. 109

Lead in



4. Read the questions and discuss: What is the skeleton? What are the functions of the skeleton? Which bones form the skeleton?

Before students work with the activity, you might find some images of the skeleton on the Internet and print them. Take them to the class and have students look at them and identify what it is. Ask children to name bones they might know in Spanish and to discuss how they think our human skeleton works. Then, have students read the instructions for Activity 4 and answer the questions in pairs.

You can organize students in groups of three. Read task instructions aloud and have a student read the questions aloud. Encourage students to answer the questions. This activity can be handled as a competition. Explain to students that the team with most correct answers will be the winner.

Practice Link

5. Look for a diagram of a human skeleton on the internet. Find the names of its parts. Copy the diagram in your notebook.



You may pre-teach the word: *diagram*. Ask students to look for a diagram of a human skeleton on the Internet. Encourage them to find the names of its parts and copy it in their notebooks. You can also tell students to become more creative and use other ways to create this diagram by using clay or similirmaterials. Monitor students' work and assist them. Invite you oupilis to compare their diagrams with other classmates.

6. Read the article below and circle the correct alternative. The text comes from...

Before reading, you can ask students to have a look at the text on Activity 6. Then, ask them to tell you where they think the text comes from and encourage them to justify their answers. Then, ask them to tell you if they have ever read a magazine which contains scientific information.

Answers: b) A magazine.

Checking Link



7. **Make a list of the main bones in the skeleton and write their corresponding names in Spanish.** 

Before reading the instructions to the homework, you may assess students with the following True or False statements: Say: *True or False* 1. *The backbone is actually made up of many bones, called vertebrae.* 2. *The vertebrae protect the heart.* 3. *The skeleton covers the muscles.* 4. *The skeleton provides a base for the muscles.* 5. *When muscles pull on the bones, the bones stay still.* Encourage students to justify their answers. Then, encourage students to read the instructions for Activity 7 and encourage them to make a list of the main bones in the skeleton for homework.

Wrap up

As a possibility to finish the class:

Guess Who Moved. Move chairs and tables and leave space in the classroom. Have all players sit in a circle and then, choose a person to be "it". The person "it" is to leave the classroom so that "it" cannot see or hear anything that happens inside. Have one to four players move in the circle. When "it" returns to the classroom, he / she is to figure out who has moved in the circle. Invite other students to be "it".

Student's Book, p. 110

Lead in

8. **Look at the diagram in the magazine article and write its corresponding parts on the lines below it. Check your answers with those of a partner's.**

You can encourage students to look at the diagram in the magazine article carefully and to identify the bones they know. Then, motivate them to look at the words in the box. Have students read each one chorally and individually; of ter that, ask volunteers to spell each word. Finally, invite the class to read the instructions for Activity 8 and perform what is required.

Answers:

- | | |
|-------------|-------------|
| 1. skull | 6. femur |
| 2. backbone | 7. humerus |
| 3. sternum | 8. radius |
| 4. ribs | 9. tibia |
| 5. pelvis | 10. fibula. |

Practice Link



9. **Name and locate, on your own bodies, the bones you know. Then, name an action that involves these bones.**

You might organize the class in pairs. Focus students' attention to wold the activity. Read the instructions carefully. Next, ask students to stand one in front of the other and have them point and name their body parts first. Then, the bones inside each part. Have students use the diagram from Activity 8 if necessary. Afterwards, have students perform the following actions and identify which bones are involved in each movement: *Running, walking, jumping, crawling.*

10. **Use your bilingual dictionaries for this activity. Look at the skeleton and underline the cognates (words similar in form and meaning to words in Spanish). Then, write a list of the cognates along with their equivalents in Spanish.**

You are expected to draw a chart on the board with the following information:

Cognates	
English	Spanish

You can explain to the students that they need to look at the skeleton and underline the cognates. Highlight that cognates are *similar words in form and meaning to words in Spanish.*

Remember to monitor the activity and assist students. Write the word *Tibia* under both columns. Then,

encourage students to do the same with the rest of the bones. Check the activity as a class.

11. Look at the chart about the most important organs in our body and complete the tasks below it.

You should ask students to tell you what the text was about. Elicit comments from students. Then, draw students' attention to Activity 11. Read the instructions and have learners identify and underline the names of the organs they find in the text. Have them dictate the words to you and write them down on the board. Invite students to read the names of the organs and to spell each word. Then, ask if they know the function of each organ. Afterwards, have students read the information in the chart. They will find words that they do not understand, so ask them to look for their meaning in the dictionary. It is very important that students understand the function of each organ, so use Spanish, if necessary.

Afterwards, you can motivate students to read the instructions for Activity 11 and have them perform each task accordingly. First, have them look at the underlined words, see if they remember their meanings; if not, have them look ed up in their dictionaries.

Then, you may instruct them to read the questions in task **b** and have them answer ed. Encourage the class to use the Internet or an encyclopedia from the school library, if necessary.

Answers:

- a) Tissues - tejidos, pull - jalar / absorber, wastes - desechar, bile - bilis, compress - comprimir, through - a través, expels - exhalar.
- b) Organs - heart, brain, lungs, liver, kidneys.
Systems - cardiovascular, nervous, respiratory, digestive, urinary, skeletal system.

Checking Link



- 12. Use the information from Activity 11 and write notes about the chart. Compare your notes with those of a partner. Then, draw a human body diagram as in Activities 1 and 5. Draw the parts mentioned in the chart; add other parts if you wish and ask your teacher to edit your diagram.**



As an alternative: Focus students' attention on Activity 8 again so that they can remember the diagram. Encourage students to mention the parts of the diagram and point at them. Then, read the instructions from Activity 12. Encourage students to write a sentence or two from each part of the diagram. Tell you students to include their work in their portfolios once they have finished.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Categories. Have students form teams of six students. Give a separate piece of paper to each team. Write a category on the board and ask teams to write down as many words as possible under that category. Count the words each team has and write them on the board. Add the number of words at the end of the activity. Use these categories: *Body parts, body systems, body organs, bones.*

Check Back

This section is part of the evaluation proposal of **English Links 1**. It is very important that you consider these elements when working with it:

- a) Organize the class in small groups of three students. Have them look at the pages of the four Lessons in this Unit. Encourage them to take notes of those elements they found difficult and to identify the doubts they may have. Then, invite each group to talk about their doubts and clarify them with examples on the board.
- b) Ask students to identify the two pages for the Check Back of this Unit. Work with the activities of one page at a time. Read the instructions for each activity along with the group and invite them to follow them. They will have to accomplish some of them in pairs, so monitor their work to organize them when required. They will also have to listen to a track in some cases to fill out a chart or a written activity. Be aware of the recordings.
- c) As the Check Back is an evaluation activity, it is important that students work with these written tasks independently. You should monitor their work, but not correct their performance or give extra help to complete the tasks.
- d) Once students finish completing all the activities, correct their work. Circle their mistakes and ask them to correct each one. Then, give a mark for their

performance according to the number of mistakes they had.

Answers:

Activity 1.

Answers may vary.

Activity 2.

b) Not anymore. She didn't use to/her doctor/Now she does./Because unless you're well informed, you can't be certain about anything. *Activity 3.*

Recommends: Eating after a workout. Trying healthy snacks like jicama with lemon and chili powder
Doesn't Recommend: Drinking too much coffee. Eating before a workout session.

Activity 4.

-Bumps: granos o barros./oil: aceite o grasa/lower: más bajo/antioxidant: antioxidante/harmful: dañino/scar: cicatriz

-Body parts: shoulders, face, neck/Nutrients: Vitamin E, Omega-3, and antioxidants/Adjectives: harmful, emotional, healthy.

Activity 5.

What does.../What materials.../Where is.../Where does.../Where are.../Why do the lungs.../Where does the blood.../What is the main job...

Remember to make and distribute copies of the Self Evaluation and, Group Work Evaluation sheets from the printable section. They should work out their sheets and you may talk to each one about them

Product Link

The Product is the most important element in the proposal of **English Links 1**. It both determines and organizes the Achievements and Teaching Guidelines of each Unit. Students are exposed to different tasks in which they have plenty of opportunity to work with the social practices of the language required in order to build the necessary tools to accomplish the Product at the end of the Unit. Therefore, it is important to consider the following elements while working with the Product in the case of each Unit.

- a) Motivate students to read the Product page at the beginning of each Unit, so they will know what they are expected to do. Help them understand which tasks throughout the Lessons are useful elements for the Product.

- b) At the end of the Lesson, have students read the Product page again, emphasizing on the "Materials" section. Encourage them to get the necessary items to work out the tasks indicated on the Product page.
- c) Read the instructions for the tasks indicated on the Product page. Ask students to work out with each one. Tasks may require individual, pair or small groups work. Check every task students perform so they can gather them to have a final result.
- d) All tasks include a "show and tell" part, so motivate students to get the necessary material and have the proper rehearsing to present their work to the class or to guests they might invite.
- e) At the end of the "show and tell" session, have a reflection moment with the students. Ask for their performance as a group and for their individual work as well. Along with the students, think about the things you can improve for the following "show and tell" session.

Games Bank

You can use or adapt these activities to break the ice or call student attention, when necessary:

Word Snakes. Divide the board in three sections and write a word in each section: *Big, short, heavy*. Then, divide the class in three teams. Invite a student from each team to write a word starting with the last letter of the word in their section of the board. Next, have another student write a word starting with the last letter of the previous word. Continue until everyone has participated. Award one point for each correct word that groups added. Add up points and determine a winner.

Suggestions. Organize the class in two teams, **A** and **B**. Explain that you are going to mention a series of suggestions to keep a good health. They will have to give a reason why it is important to follow the suggestion or not. If they give a solid reason for their answer, they will get a point and if not, the chance will be for the other team to give the answer. The team with more points will be the winner. Some examples: *Eat fruits and vegetables. Don't eat sodas all the time. Drink at least 8 glasses of water a day. Drink low fat milk every day. Don't get up at noon on Saturdays. Sleep 8 hours a day. Practice some kind of exercise every day. Wash your teeth three times a day. Take a shower every morning. Don't drink too much coffee. Don't eat chocolate every day.*

Strips. Use the 28 strips you prepared for the **Lead in** activity of the previous page. Show the strips to the students and help them read each one chorally and

individually. Have them count the letters in each word and say the beginning and ending letter sound as well. After that, tape the strips on the board and have learners spell the words out. Call out volunteers and have them point at the words you say. Include all the students in this, listen and point, practice.

Touch and Guess. You will need 4 brown paper bags and a variety of materials for students to touch. These materials may include: pipe cleaners, sandpaper, silk and/or velvet cloth samples, feathers, an open tomato, an eraser, plastic straws, modelling clay. Place a sample of the materials in each of the bags. Label each bag with numbers and separately keep record of what each bag contains. Organize students in five teams. Ask members members from four teams to leave the classroom and work with one team. Say: *Close your eyes and put your hand in each bag, one at a time. What do you feel? What do you think each thing you touch is?* Encourage students to answer the questions right next to each bag they touch. When all students have finished, check answers and discuss with the students the kind of sensations they had with the content of each bag. Then, invite other teams to come inside the classroom and work in the same time.

Strong Bones. Our arms and legs are each made up of three long bones: one in the upper part of each limb and two in the lower part. Invite student pairs to measure and record the length of these bones. First,

have them measure the *humerus* from the shoulder to the elbow. Ab for inolok, the *ulna* from the elbow to the wrist and the *radius* from the inside of the elbow to the thumb side of the wrist. Then, ask students to measure the *femur* from the hip to the knee, the *tibia* from the knee to the inside ankle, and the *fibula* from the knee to the outside ankle. Ask: *Which bone is the longest?* (It is the femur.) This bone is also the strongest bone in the body. Encourage students to explain why. Have students to explain why the other bones in their legs and arms also need to be strong.

••• Teaching Tips

- To develop listening skills, you can always pause the Track and encourage students to provide details of what they just heard. Hence, asking specific questions regarding the listening will force learners to remember details.
- Backtracking vocabulary while you tape it on the board will give the chance to those "weak" students to learn or recall the vocabulary better.
- Explain to the students that dictionaries always offer different options to a word or entry, so as to help the user to find the best alternative in meaning to the word, and decide on its meaning according to the context.
- It is always a good idea to read the statements of an exercise so as to make sure students understand the activity. That way, you will give students the chance to predict what the listening is going to be about.

Unit 7 • Preferences

Lesson 1. I Introduce Myself

Student's Book, p. 116

Lead in



1. Your teacher will give you five minutes. Ask your partner as many questions as you can about him / her and his / her likes - dislikes. Then, change roles. Finally, tell the class about your partner.

Before students work with the activity, you should point at yourself and write: *My name's (your name)* on the board. Then, say: *I'm Mexican. I come from (your hometown). My birthday is on (the month and day of your birthday)*. Then, you can ask students about their personal information: *What's your name? Where are you from? When is your birthday? How old are you?* Then, draw students' attention to Activity 1 and have them follow the instructions.

Practice Link



2. Listen and complete the information for Jim's Junior High School's file.

Track 31

Before listening, you may ask students to name and describe the objects in the picture. Next, have them identify the characters, describe each one and mention what they suppose they are doing. Then, draw students' attention to the required information from the *Student's File* format. Make sure students understand what they are required to do.

Play the tape, allowing time for students to write down their answers. Remember to highlight that the pronouns *my* and *your* are possessives and followed by a noun, such as name or age. Allow time for students to check their answers in pairs.

Answers:

Name: Jim Watson Age: 12
Date of birth: June 25th 2005
Place of birth: Georgetown, Indiana
Nationality: American Sex: Male
Address: 1351 Osborne St.
City: San Fernando, California
Family members: 4
No. of brothers/sisters: 1 sister

Father's occupation: chef
Mother's occupation: nurse
Favorite sport: soccer

Track 31

- MRS. WILLIAMS:** Jim, I need some information for your school file. Can you help me?
- JIM:** Sure, Mrs. Williams.
- MRS. WILLIAMS:** Is your last name Watson?
- JIM:** Yes. My full name is Jim Watson.
- MRS. WILLIAMS:** Where are you from?
- JIM:** I'm American. I was born in Georgetown, Indiana.
- MRS. WILLIAMS:** What's your address?
- JIM:** We have just moved... it's 1351 Osborne St., San...
- MRS. WILLIAMS:** Sorry, Jim... did you say 3051?
- JIM:** No, it's 1351 Osborne St., San Fernando, California.
- MRS. WILLIAMS:** OK, how old are you?
- JIM:** I'm 12 years old.
- MRS. WILLIAMS:** When is your birthday?
- JIM:** It's in June. June 25th.
- MRS. WILLIAMS:** Were you born in 2005?
- JIM:** Yes, ma'am.
- MRS. WILLIAMS:** How many people are there in your family?
- JIM:** We are four: my mom, my dad, me, and Nina.
- MRS. WILLIAMS:** Perfect. What do your parents do?
- JIM:** Well, my mom is a nurse and my dad is a chef.
- MRS. WILLIAMS:** I see... Do you practice any sports?
- JIM:** Yes! I used to play soccer in Georgetown. I hope I can join the school team here.
- MRS. WILLIAMS:** Sure, Jim. Let me talk to the soccer coach...

Checking Link



3. Use a separate piece of paper and make your own Student's File. Ask a partner to help you correct it.

Before students perform the activity, you may have them look at the *Student's File* format in the second activity and urge them to come up with say a question for each piece of information required. Ask learners

to write the questions in their notebooks. Then, have them switch notebooks, correct the questions and answer them with their own information. Next, you can invite students to read the instructions for Activity 3 and to complete them accordingly.



4. Use the Student's File you made in the previous activity. Ask and answer questions about your personal information. Then, swap pairs to learn about other classmates.



Before students work with the activity, you should have them talk about their *Student's File* format from the previous activity. Organize the class in pairs and have them talk about their personal information first. Next, swap pairs and motivate students to ask and answer questions about each other's format. Then, encourage learners to read the instructions for Activity 4 and to perform them.

Wrap up

The following activity might help students reflect on how to make sentences:

Scrambled Questions. Prepare 18 strips of cardboard (5 cm wide) and write the following questions with a black marker: *What is your name? Where are you from? What is your nationality? Where were you born? How old are you? Where do you live? What is your address? How many members are there in your family? What is your father's name? What is your mother's name? Do you have brothers or sisters? How many brothers and sisters do you have? What is your father's occupation? What is your mother's occupation? Where does your father work? Where does your mother work? Do you like music? What's your favorite sport?* Show the strips to the class and have students read each one aloud. Emphasize that each strip represents a question that expresses an idea. Each question begins with a capital letter and ends with a question mark. Cut the words in each question (strip) and show the isolated words to the students; mix the words and motivate the children to put the words together to make a complete question. Once they have understood the process, organize six teams and cut out the words in each strip; put them together with a clip and give team members the sets, one by one. Ask the children to order the words in each set to

make a question. Then, motivate learners to read the sentences several times.

Student's Book, p. 117

Lead in

5. Listen to Track 31 again and answer these questions.

- Where are Mrs. Williams and Jim? Why are they talking?
- How does the dialog begin? How does it end?
- Does Mrs. Williams interrupt Jim? Why?
- What information does Mrs. Williams need to confirm?

You can play Track 31 again and ask students to listen to the recording twice. Ask for specific details about the conversation and invite students to answer the questions in pairs.

Answers:

- At school. / Mrs. Williams needs to complete Jim's file.
- Mrs. Williams tells Jim she needs some information to complete his file.
- Yes. / She says: Sorry, Jim. Did you say...?
- Jim's address.

Practice Link



6. Look at the picture and complete the following tasks.

- Identify the characters and name the objects in the bubbles. Use a bilingual dictionary if necessary.

As a suggestion: Organize the class in pairs and ask students to identify the objects in the bubbles; have pairs use a bilingual dictionary to name objects in English. Motivate your students to name the objects several times. Have them spell out the words and mention if they like each one or not. Expect them to say: *I like pizza, but I don't like popcorn. I like jelly and bananas.*

You might show your students that you name objects in their plural form (if they have one) when you speak about preferences: *I like cats, but I don't like broccoli.*

Answers:

Jim/I like...	Nina/I like...
Hamburgers, french fries, ice-cream, pizza, popcorn, cake, soccer, Math, hip hop.	Fish, yogurt, salad, chicken, apples, rice, TV, painting, K-Pop music.

Jim / doesn't like...	Nina / doesn't like...
Eggs, broccoli, bananas, milk, tomatoes, pineapples, cats, books, painting.	Hot dogs, coffee, soda, jelly, onion, cheese, Math, shots, mice.

Checking Link



b) Write a list of the objects in the bubbles.

Ask students to write down the list of objects from the previous activity in their notebooks.

Wrap up

The following activity might be useful:

Bingo Time. Hand out separate pieces of paper. Ask the group to fold them in three, horizontally and vertically, so they obtain nine squares. Write the following words on the board: *Hamburgers, french fries, ice-cream, pizza, popcorn, cake, soccer, Math, hip hop, eggs, broccoli, bananas, milk, tomatoes, pineapples, cats, books, painting, fish, yogurt, salad, chicken, apples, rice, TV, painting, K-Pop music. Hot dogs, coffee, sodas, jelly, onions, cheese. Math, shot, mice.* Have children copy nine of those words in the squares. Next, give each student a strip of China paper. They should make little pieces of paper and roll them into balls. Spell each of the words you wrote on the board aloud. Students will place a paper ball on each name they hear mentioned. The first student to cover all the names will yell: *Bingo!*

Student's Book, p. 118

Lead in

c) Write T for true sentences and F for false ones according to the picture.

Before students work with the activity, you can write these verbs on the board: *like, don't like, adore, hate, detest, enjoy.* Have students read each one and make up examples with them.

Then, it is important to write these sentences on the board and help learners reflect:

<i>I love K-Pop music.</i>	<i>He hates painting.</i>
<i>We don't like fish.</i>	<i>She doesn't like cats.</i>

What do you notice about these sentences? Why do the verbs have "s" at the end of the verb in some cases? What is the difference between "don't" and "doesn't"?

Afterwards, you may have students read the instructions for Activity c and perform the task. Check your students' work collectively.

Answers:

Nina adores fish and chicken.	<u>T</u>
Jim detests broccoli.	<u>T</u>
Jim hates hamburgers.	<u>F</u>
Nina dislikes yogurt.	<u>F</u>
Nina likes K-Pop.	<u>T</u>
Nina loves salad.	<u>F</u>
Jim likes pizza and French fries.	<u>T</u>
Jim doesn't like art.	<u>T</u>
Nina doesn't like onions and cheese.	<u>T</u>
Nina enjoys painting.	<u>T</u>

Practice Link



d) Ask and answer questions about each other's preferences as in the example:

Student A: Do you like pizza?

Student B: No, I don't. I prefer salad and yogurt. What about you?

It is important to have students work in pairs and encourage them to take turns in mentioning what Jim and Nina like and don't like. Write these verbs on the board: *crazy about, can't bear, hate, adore, dislike, enjoy, detest* and *love*, so students can use them in their sentences.



7. Write sentences to describe your preferences. Then, ask a partner to help you correct your work.



Before they work with the activity, you should have students read the phrases chorally and individually. You can help students notice that there are different

ways of expressing preferences and antipathies. Clarify meaning if necessary, and have them give some examples about each one's preferences. Then, ask the class to complete the activity as required.

Answers:

L I like... L I'm crazy about D I dislike...

D I hate... L I'm keen on... L I love...

L I adore... D I can't stand... L I enjoy...

D I dislike... D I detest... D I can't bear...

8. Talk about your preferences. Use expressions from Activity 7.

Before students work with the activity, you can write the following sentences on the board: *I'm crazy about K-Pop, but I can't bear electronic music. I adore playing the guitar, but I hate doing the housework.* Tell students to identify the words that express preference and have them say such words in Spanish. Afterwards, ask them to perform the task required in Activity 8.

Checking Link

9. Read the text and say examples.

It is important to focus students' attention to Activity 9 and read the dictionary entry together. Then, invite them to come up with their own examples. Monitor the activity and assist or correct students when necessary.



10. Work in pairs. Listen to Track 31 carefully and read the information from Activities 2, 6 d), 7 and 8. Write an interview asking for personal information: likes and dislikes. Practice the interview: one student will be the interviewer, the other, will be the interviewee.



many words as possible under that category. Count the words each team has and write them on the board. Add the number of words at the end of the activity. Use these categories: *places in a neighborhood, prepositions, verbs, adjectives, nouns.*

Lesson 2. Likes and Dislikes

Student's Book, p. 119

Lead in



1. Make groups of three students and perform the following tasks.

a) Look at the chart below. Use the key to fill in the "You" column with your preferences. Then, ask two partners about their preferences and fill in the other two columns.

Before students work with the activity, you can ask them to look at the laptop screen on their book page and describe it. Then, read the **key** along with them and have them say what: *"Don't mind"* means. Afterwards, encourage children to read the instructions for Activity *a* and perform them.

Practice Link

b) Talk about your partners as in the example:

Before students work with the activity, you may introduce question tags by writing model examples on the board: *You are French, aren't you? Mom likes jogging in the morning, doesn't she? You don't like jogging in the afternoon, do you?* Have students reflect on the way the sentences are formed. Then, tell the class that "tag endings" are used to confirm the questions. In Spanish, it means: *"¿O no?"* Then, ask students to perform the activity.

It is important to work with the **Remember!** Section: ask students to read it and to give examples that illustrate the information.

Wrap up

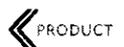
The following activity might be useful:

Categories. Have students form teams of six students. Give a separate piece of paper to each team. Write a category on the board and ask teams to write down as

Checking Link



2. Work in pairs. Write a dialog expressing each other's likes and dislikes. Use the





information in Activity 1 and include question tags. Then, read the dialog to another pair and ask them to identify the general meaning and the main ideas of your dialog. Finally, swap roles.



Before students work with the activity, you should encourage them to remember those expressions they learned on page 50, Activity 7. Next, help students recognize the differences between: *I like - He/She likes... and I don't like - He/She doesn't like... as well as the ending "ing" in verbs after like/enjoy/hate, etc.* Then, have them read the instructions for Activity 3 and perform the task. Collect papers as soon as students finish, correct them and give them back to learn from corrections.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Tag Endings. Ask each student to write information about themselves in the form of simple statements to answer these questions: *Where do you come from? How old are you? What do you enjoy doing? What do you hate doing?* Collect the statements and redistribute the sheets to different students. Each student will then use the statements to form question tags, trying to find the student who has written the statements. Example: *You come from Cuernavaca, don't you? You aren't 12 years old, are you? You enjoy reading books, don't you?*

Student's Book, p. 120

Lead in

3. Match the questions and answers.

As a suggestion: Focus students' attention to Activity 4 and encourage them to read the five sentences that include tag endings and then, the answers to those tag endings on the right hand-side of the page. Afterwards, ask students to match them. Correct the activity as a class.

Answers:

- a) Yes, it is.
- b) No, we don't.
- c) No, there isn't.
- d) Yes, we do.
- e) That's right.

It is a good idea to work with the **Remember!** section: ask students to read it and to give examples that illustrate the information. Then, you might tell students that we pronounce "tag endings" as follows:

You can't bear museums, can you?
He's happy to make the trip, isn't he?

Practice Link



4. Complete the dialog and practice it with your partner.

An option: Tell students that they are going to read a dialog between two friends who are talking about video games. Then, ask them to complete the gaps with the words from the box.

When students have finished, you should encourage them to compare their answers in pairs and then, check the activity together.

Answers:

Aren't you? / I am. / don't you? / isn't it? / What about...

Checking Link



5. Make groups of four students. Answer the following questions:

Before students work with this activity, you can read the questions with the class. Make sure they understand the questions and encourage them to look at the underlined verbs. Motivate students to say their meaning in Spanish and ask: *What do you notice about them?* Expect learners to say that these verbs are formed by two words. Explain that they are called "dangling verbs": *a verb + a preposition and the meaning of the verb is determined by the preposition.* Write these examples on the board:

I am thinking of buying a new car. (Deciding)

What do you think about video games? (Give an opinion)

They boy was talking to his mother. (Speak to someone)

The teacher was talking about insects. (Discuss a subject)

An alternative: Motivate students to say other examples. Then, tell them to read the instructions for Activity 5 and perform the task. Answers to the



questions may vary. Monitor the activity and assist students when necessary.

Answers:

- a) About video games.
- b) The girl asks her friend for help to do her homework. / The girl mentions she doesn't like all video games.
- c) Answers may vary.
- d) Answers may vary.
- e) Answers may vary.



6. Read your dialog from Activity 2. Then, write a dialog to describe your opinion about video games: include which video games categories you like and which ones you do not. Compliments in the interactions are necessary. Then, read your dialog to another pair so they can identify the general meaning and main ideas of your dialog. 

Wrap up

As a possibility to finish the class:

Freeze! Move chairs and tables to make space in the classroom and ask students to stand in a circle. Have a volunteer stand in the center of the circle and talk about his/her preferences saying four sentences: *I like / don't like / adore / hate / am crazy about / can't bear / love*. When he/she finishes saying the sentences, say: *Freeze!* And have students stay still for sixty seconds. Next, ask: *Who wants to talk?* And have students raise their hands if they want to talk. Then, invite another volunteer to go to the center of the circle and perform the activity.

Student's Book, p. 121

Lead in



7. Read the questions in Activity 5 and perform these tasks.

- a) Underline the verbs and circle the prepositions you find. Then, answer these questions.

An option: Read the questions in Activity 5 along with the students and help them circle the prepositions.

Then, encourage students to reflect on dangling prepositions and ask them to give other examples.

- b) Look at these questions: Do they mean the same? Why?

You should read the questions with the class and help them find that they have the same meaning.

- c) Say the meaning of the questions in Spanish. Then, underline the correct ones.

As a suggestion: Work the activity with the class. Read the questions with them and have them say their meaning in Spanish. Help them decide which ones are correct and reflect on their answers. Encourage students to realize that prepositions determine the meaning of the verb in each case.

You can work with the **Remember!** Section: Ask students to read the information carefully as well as the examples. Explain that "talk about" and "pick up" are prepositional phrases.

Practice Link



Track 32

8. Listen to the song: "Prepositions" and write down the verbs with dangling prepositions you hear. Compare the verbs you wrote with those of a partner.

You should encourage students to look for more examples of dangling prepositions on the Internet. It is important that they find affirmative and interrogative statements. Have them compare the sentences they write and identify the position of the verb + the preposition in each case.

Example: I am looking at the young man.
Who are you looking at?

Monitor the activity and assist students, if needed.

Checking Link

9. Listen to the song: "Prepositions" and complete the blanks with the correct word. Then, sing the song!

It is a good idea to have students read the two paragraphs of the song and identify the words in the box below it. They should listen to the song for the first time. Play the Track again and pause it after every stanza, so students can complete the blanks accordingly. Once they have filled in the blanks, help them correct their



work as a class. Afterwards, help students underline the prepositions in the lyrics of the song and mention if they relate to a verb or not in each case.

Track 32

Song: Prepositions

Preposition, it's your ambition to tell me, tell me, tell me exactly my position.

Preposition, it's your ambition to tell me, tell me, tell me exactly my position.

I could be on the couch
outside my house.

Am I across the street
or within your reach?

Did I go up the stairs
or fall off my chair?

Am I in front of you?
are you behind me too?

Preposition, it's your ambition to tell me, tell me, tell me exactly my position.

Preposition, it's your ambition to tell me, tell me, tell me exactly my position.

I could be on the couch
outside my house.

Am I across the street
or within your reach?

Did I go up the stairs
or fall off my chair?

Am I in front of you?
are you behind me too?

Now I'm about to say
without further delay.

When you're next to me
that's where I want to be.

Now we're near the end,
but we're among good friends
so then after this line,
we'll do it one more time.

Preposition, it's your ambition to tell me, tell me, tell me exactly my position.

Preposition, it's your ambition to tell me, tell me, tell me exactly my position.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Say and Draw. Invite students to use a separate piece of paper and color pencils. Have one student make up a sentence using prepositions: *in front of, outside, across, on, in, under, by*. The other student should illustrate the sentence. Then, exchange roles. Ask students to say four sentences each one. Finally, have learners talk about their illustrations.

Lesson 3. Cooking

Student's Book, p. 122

Lead in

1. Talk about your food preferences.

Before students work with the activity, you can print some menus from the Internet and make copies of them. Distribute the menus to the class and have students describe them and identify their sections. Clarify any vocabulary doubts. Then, ask learners to look for the dishes the menu offers. Have them identify the ones they like and describe the ingredients they suppose each one has. Then, motivate the class to work with Activity 1.

Practice Link



2. Look at the text below and complete the following tasks.

As an alternative: Ask students to look at the recipe first. Have them describe it and read it along with you for the first time. Then, encourage the class to complete the tasks.

- Discuss: What is the text about? Do you like slushes? What are they? Do you know how to prepare them? What other drinks do you like?
- Answer in your notebook: Where is the text from? How do you know? Do you know the meaning of the underlined words?
- Circle the ingredients and cross out the verbs in the recipe.

You should help students identify the ingredients; list them on the board. After that, have learners identify the quantities in the recipe and isolate them. Write: 1 cup, 1/2 cup, 1/4 cup and have students read the quantities. Have students realize that these quantities are required for 5 servings.

- d) Talk about the quantities you need to prepare the drink.

Before students perform the activity, you can encourage them to work with the list of ingredients on the board. Have them identify the countable and the uncountable ones. Expect them to say: *Sugar is uncountable, but cups of sugar are countable. Watermelon is countable. Ice is uncountable, but cups of ice cubes are not. Strawberries are countable. Lemon juice is uncountable, but cups of lemon juice are countable.* Write on the board:

- How much sugar do you need for the slush?
- How many cups of sugar do you need for the slush?

It is important to have students find similarities and differences between the questions and bring other examples with the ingredients of the recipe. Then, ask learners to work with Activity **d**.

Answers:

- From an internet page. / It's a refreshment, similar to a smoothie.
- blender*-licuadora / *smooth*-suave / *terso* / *slushy*- medio derretido / *pour*-vertir.
- 2 cups of *seedless* watermelon into pieces / 1 cup of fresh strawberries into pieces / 1/4 cup of sugar / 1/4 cup of lemon juice / 2 cups of ice cubes.
- Verbs: mix / cover / process / pour / serve.

It is important to work with the **Remember!** section: Ask students to read the information carefully. Encourage them to come up with other examples.



Checking Link



3. Write a dialog asking about the ingredients for the slush; include tag endings. Read your dialog to a partner and ask him/her to help you correct it. Then, get in pairs and read your dialogs.



For homework, you should require of your students to write ten questions in their notebooks. Tell them that the following class they will be swapping their notebooks and a classmate will answer their questions.

Wrap up

The following activity might be useful:

I Spy. Organize the class in two teams. Tell the group that you will say: *I spy with my eye an ingredient / dish / drink that starts with letter "l" / "s"*. The first team to answer correctly: "lemon", "slush", will get a point. The team with more points will be the winner.

Student's Book, p. 123

Lead in



4. Read the dialog and color the opening with blue, the body with yellow and the ending with red. Then, perform the tasks below it.

As a suggestion: Ask students to identify the characters from the dialog and to say how old they think these kids might be. Then, organize the class in pairs and motivate them to read the dialog taking turns. You may circulate among the pairs to correct pronunciation, stress and intonation. Once they finish, you can invite the class to read the Instructions for the activity; encourage them to read the dialog in silence and to color each part accordingly. Then, check the activity and have them perform the tasks below the dialog.

- Answer these questions:
 - What is the tone Eric uses to talk to Maria? What Interactions help you know it?
 - What expressions do they use to name their preferences?
 - Do they use polite expressions? Which ones?
- Find and underline adjectives that describe "drinks" mentioned in the dialog.

As an alternative: Indicate students to read the tasks to work with once they have read the dialog. It is important to help them understand the meaning of the underlined word: Polite, and to say some examples with it. Next, you can motivate them to answer the questions in pairs. It is very important that students understand the importance of using compliments when talking to others.

Answers:

Answers: Erik is polite / What a lovely blouse you are wearing!, Would you like something to drink?, What would

you like to drink? / I really like milkshakes and slushes. I also like them / What a lovely blouse you are wearing!, Would you like to have something to drink?, What would you like to drink?, I really like milkshakes and slushes. What about you?

Practice Link

As an option: Invite students to identify the polite expressions or compliments in the text and to write them in their notebook. Then, organize the class in pairs and have them produce a similar dialog using food of their preference. If possible, tell them to use compliments in your dialog. Invite some volunteers to the front so they can say their substitute dialogs to the class. Finally, you can invite students to write their substitute dialog for homework.

Checking Link



5. Read the polite expressions or compliments below and underline the adjectives in each one. Then, draw dishes of your preference on the squares and say similar compliments.

You may write the polite expressions or compliments from this activity on the board so you can invite students to reach each of them. Emphasize pronunciation of words, stress and intonation of each expression and have students say them after you, if necessary. After that, you can organize the class in pairs so they can use these expressions to name food of their preference. Then, it is important that students read the Instruction for Activity 5 carefully. Have them work in pairs to read the expressions and underline the adjectives they might find in each one; finally, to draw dishes of their preference. As a possibility, ask students to show their drawings to a classmate and to say compliments about them.

Wrap up

As a possibility to finish the class:

Please! Explain that “please” is a polite word. If you are polite, people will do what you ask, but if you are not, they won’t. Encourage the group to play the game. Explain that they should only follow your instructions if you say “please”;

if you don’t say “please”, the group should stay still. Say, for example: Stand up / Walk, please / Sit down / Take a paper / Stand up, please / Open - Close the door / Jump, please / Clap, please. Once students have understood the game, the player who follows your instructions when you haven’t said please, is out of the game.

Student’s Book, p. 124



6. Review Activities 3 and 4. Write a dialog between you and your partner. One of you is hungry and the other one knows a place where to eat food you like. Use compliment expressions in your dialog. Read it to the class.



As an option: Organize students in pairs and ask them to read the instructions for the activity. You can distribute separate pieces of paper so students can write the dialog. It is important to use an example of what the dialog might be like before they actually work. When students write their dialog, monitor their work; walk around so you can help them in case of need. Once they finish, organize students so they can read their dialog in front of the class.



Track 33

7. Nina, Jim and their father are at the supermarket. They are talking about the recipe on the previous page. Listen to them and order the events below. Use numbers from 1 to 8.

Before students work with the activity, you may ask the class to look at the picture and describe it. Next, have them identify the characters and predict what they think they are doing in the supermarket. Then, explain that they are going to listen to Nina, Jim and their father talking about the ingredients they need to prepare a new drink. Play Track 15, pause it as needed for students to understand. First, ask for general comprehension questions and then, introduce specific ones. Afterwards, ask students to follow the instructions in Activity 7. Check it together and organize students in pairs. Ask them to read the events in the correct order taking turns.

Answers:

3, 6, 1, 5, 2, 8, 4, 7



Track 33

- FATHER:** I would like to have something really good to drink for dinner.
- JIM:** I would, too. I love exotic drinks and I found a wonderful recipe on the Internet.
- NINA:** Do you mean the watermelon slush?
- JIM:** Yes!... Mmm... How do you know?
- NINA:** You left the computer open and I saw it...
- JIM:** Hey, Nina, you shouldn't...
- FATHER:** Stop, Jim! We should try to make it. What do we need?
- JIM:** We need some strawberries.
- FATHER:** Strawberries?
- JIM:** Yes, strawberries.
- NINA:** How many do we need?
- JIM:** A bag of frozen strawberries.
- NINA:** Are you sure it's only one bag?
- JIM:** Well, the slush is just for mom, dad and us, isn't it?
- FATHER:** You are right. We need a watermelon, too.
- JIM:** Yes, let's pick a small one.
- FATHER:** Anything else?
- JIM:** Yes, we also need lemons and sugar.
- NINA:** What did you say? Lemons and what?
- JIM:** Lemons and sugar, sis.
- NINA:** Okay. How many lemons?
- JIM:** 10 lemons, I think.
- NINA:** Okay... Let's buy some sushi as well.
- FATHER:** Sushi?
- NINA:** Yes. We are having dinner, aren't we?
- FATHER:** You're right, Nina.

Practice Link

8. Listen to Track 15 again and perform the these tasks.

- a) Check the order of the events in Activity 7. Take turns to read the events in the correct order.

As an option: Encourage students to read the events in the correct order. Monitor the activity, correct stress and intonation while reading.

Before students work with the activity, you can have them require of listen to Track 15 once more and require of them to answer these questions: *Why are they at the supermarket? What's the name of the drink? Where did Jim find the recipe? Why is Jim angry at Nina? How does father*

stop the fight? What are the ingredients for the slush? What quantities do they mention? Do they need sugar and lemons? Does Jim's anger change during the dialog? How do you know? Who wants to eat sushi? How does the dialog end? It is important that all the students participate when answering the questions. Then, tell them to complete task b. Finally, write these headlines on the board: *Opening, Body* and *Ending*. Encourage students to identify the three stages in the dialog. You might invite them to work with task c to end up the activity.

- b) Discuss: How wdoes the dialog open? What is the body of the dialog? How does it end?
- c) Discuss: Does the paragraph above include the dialog's body? Why do you think so?

Checking Link



9. Complete the following asks in pairs.



- a) Form groups of four students and write the list of ingredients for the Fruit Shake of your preference.
- b) Write a dialog considering the following elements.

It is important to focus students' attention in the activity. First, read the items with bullets along with them and have them understand the situation: *They are preparing dinner for two other friends, that's to say, four people. They have already bought everything, but are at the supermarket for a last minute buy.* Then, have them think of the dialog. They should consider the opening, the body and the ending of the dialog first, and then, writing it. Monitor the activity and assist learners when necessary.

Wrap up

As a possibility to finish the class:

How Much and How Many? Invite students to use their notebooks. Write the following nouns on the board. Ask students to copy the list and to write 'C' for countable nouns and 'U' for uncountable nouns. Then, work in pairs to ask and answer about each noun. Have them ask: *How many coconuts/bottles of water are there in the kitchen? How much milk/meat is there in the kitchen?*

The Watson's Kitchen

4 coconuts

4 liters of milk

3 bottles of water

1 pineapple	2 liters of orange juice	1 pack of tortillas
5 apples	1 bag of bread	1 pack of meat
9 oranges	2 cans of tuna	3 bottles of yogurt
1 watermelon	4 bags of frozen vegetables	2 packs of chicken wings

Lesson 4. Music Preferences

Student's Book, p. 125

Lead in



1. **Make a checklist of the songs of your preference or use the checklist in your cell phone to perform these tasks:**

You should elicit from students the different music genres there are around the world and write them down on the board. Then, ask students to talk about their preferences. Expect them to say: *I like / love / adore / prefer / enjoy / don't like / detest _____ music.*

- a) Show your music checklists to your partner. See his/her checklist too. Talk about them and listen to one or two songs of your preference.

You can ask students to look for their music checklists in their cell phones and to show them to their partners. Encourage them to talk about their preferences. Have them speak in English all the time.

Practice Link

- b) Mention what do these checklists reveal about your partner? What type of music does he/she like? What type of personality can you infer he/she has?

You should write these adjectives on the board: *anxious, depressed, distant, empty, energetic, frustrated, hostile, insecure, jealous, isolated, lonely, loving, mad, open, peaceful, sarcastic, sensitive.* Read them along with the students; find those words which are cognates and say the meaning of the rest of the words as well. Ask students to copy the words in their notebooks and to mark (✓) the words that describe how they are. Then, organize the class in pairs and urge them to talk about their personal characteristics. Have them say: *I think I am sensitive and lonely.* Afterwards, ask students to work with Activity b.



Track 34

- c) Listen to Track 34 again. Make a list of the linking words you hear. Compare your list with that of your partner's. Then, answer in pairs: Which of these words express addition? Which ones express contrast?

Before students work with the activity, you can play Track 34 and work with general and specific information about an oral text. Have students identify who are the characters in the recording and what are they talking about. Then, motivate them to write down the students' preferences. After that, ask students to work with Activity c.

Answers:

Listens to classical music.	<u>Emily</u>
Adores pop music.	Jerry
Doesn't know about K-Pop.	Jerry
Is crazy about hip hop.	Jerry
Is keen on movie soundtracks.	Emily
Enjoys bands like the Beatles.	Jerry
Detests rap.	Emily
Likes rock.	Jim
Plays an instrument.	Jerry
Likes the same music as you.	_____
Hates the same music as you.	_____
Has listened to a music genre since she was a baby.	Emily's mom

Track 34

MRS. WILLIAMS: Today we are going to talk about preferences. The subject: Music.

STUDENTS: Yes...

MRS. WILLIAMS: OK. Get in pairs and look at the checklists your partner has developed in his or her cell phone.

STUDENTS: Oh! (Ruido de parejas de adolescentes hablando)

MRS. WILLIAMS: Time over... Jim... Tell us... Whose checklists did you analyze?

JIM: Emily's.

MRS. WILLIAMS: What did you learn about her likes and dislikes?

JIM: I learned about her tastes and preferences. She has a classical

music checklist followed by a movie soundtracks one. She loves movie soundtracks, especially those that she has seen as musicals: Cats, The Phantom of the Opera, Mama Mia and Billy Elliot, for example.

MRS. WILLIAMS: Why does she like soundtracks?

JIM: Her mother is a musical theater actress and she has listened to soundtracks since she was a baby.

MRS. WILLIAMS: Well, well... Emily, what did you learn about Jim?

EMILY: Well, I think that music matches one's temperament and moods. Jim is always active as well as very intense. He has a long rock playlist followed by a rap one... whereas I detest rap.

MRS. WILLIAMS: What about the rest? What did you learn about your partners?

NINA: Jerry is crazy about hip hop, but he hates pop. He also enjoys old bands like the Beatles. This music, kind of helps him with his homework. Ah!! And he plays the guitar with his brother... right?

Yes. That's correct, Nina. Well... I learned that Nina is a huge fan of pop music. She's keen on Ariana Grande... Mmm... She has long lists of pop in English, in Spanish and in something I had never heard before, K-Pop. I listened to some of her K-Pop stuff and I liked it... It is Korean Pop, isn't it?

NINA: Yes... I adore K-Pop.



2. Listen to Track 16 again. Make a list of the linking words you hear. Compare your list with that of partner's. Then, answer in pairs: Which of these words express addition? Which ones express contrast?

You should the words: *Addition-Contrast* on the board and draw two columns. Focus students' attention to page 179 and ask them to underline in the text the linking words: *and, as well as, especially, but, whereas*; then, invite volunteers to write these words in the correct column. Urge your students to reflect on their meanings and tell them to give examples. Have them copy the columns in their notebooks at the end.



3. Write a paragraph about music facts in your class considering the information in Activity 1. Remember to use linking words.

Before students work with the activity, you can encourage them to remember the words used for expressing preferences: *like, dislike, adore, crazy about, love, hate, don't like*. Then, consider the information from the preferences chart. Have students read the instructions for Activity 3 and perform the task. Collect papers as soon as students finish, correct them and give them back for them to learn from the resulting corrections.

It is important to work with the **Remember!** section: Ask students to read the information carefully. Encourage them to provide other examples.

Wrap up

The following activity might help students use language in a communicative way:

Roll of the Dice. Write 15 uncountable nouns on small slips of paper and put them in a basket. You will need a standard, six sided dice. Organize students in five teams. First, a member from one team will roll the dice to get his/her number. Then, he/she draws a slip of paper with a noun. He/she must make 2 questions using the noun, one in singular and one in plural. For example: *How many cups of sugar are there?/How much sugar is there?* Each team will be adding their points (numbers) to determine a winner at the end.

Student's Book, p. 126

Lead in

Reading Book:
Why is K-Pop so Popular?



4. Read pages 87 to 98 and perform the following tasks:

You might on the board: *Why is K-Pop so Popular?* Have students say what they remember about the story they have been reading. Then, ask the class to work with their **Reading Book** and complete the required tasks.

- a) Use a bilingual dictionary to find the meaning of the words you do not know.
- b) Take turns to read the text pages with a partner aloud.
- c) How many times can you find these words?

Answers:

K-Pop-18, perfect -3, choreographies-2, idol-3, music-5, sing-2.

It is important to consider that students should understand the general facts of the story about K-Pop. After they read the story pages in Activity b, introduce comprehension questions for the whole class. Emphasize on details of the way teenagers are trained to become idols in Korea. Then, have students count the words required in the story pages. Write them on the board to help learners build sentences. Answers may vary in the following two sections of the task.

- d) Use your notebook to ask ten questions about the text you read. Then, ask another couple to answer your questions orally.
- e) Make groups of four students and discuss.

Answers:

- 1. No. Desing, do, achieve, makeup
- 2. Because apart from being singers, they have to do other things, like appearing on TV.
- 3. Because K-Pop singers mix English in their songs and because English makes them more accessible to western countries.
- 4. In Korea. In China.

Checking Link

- 5. Read the K-Pop text in your Reading Book again, and underline all the adjectives you find. How many adjectives are there?

Write the word: *Adjective* on the board and ask your students for what its meanins (it is a word that describes a noun). Have them profile some examples. Then, draw students' attention to the text again and ask them to underline and count all the adjectives they can find in the text. Check the answers collectively.

Answers:

34 adjectives.



- 6. Find the words in the box and circle them. Are these words adjectives? Why? How many of these adjectives did you find in the K-Pop text?

You should ask students to work in pairs, so as to find the adjectives from the box and then, in the story pages

of their **Reading Book**. Remember to monitor the activity and assist students if necessary.

Answers:

n i c e e h a r d n o t e
d e b e a u t i f u l o a
u n i q u e t t r e n d y
p e a v p e r f e c t i o
s i e x t r a v a g a n t
u c l e a n c u t l t t s
c o m p l e t e m c e e t
a c c e s s i b l e n n r
b y o u n g v o s p d s i
c a t c h y e a h o e e c
o r i g i n a l y c r a t



- 7. Write an interview asking a partner about his / her music groups preferences. Include compliments. Practice the interview: one student will be the interviewer, the other will be the interviewee. Emphasize tones of voice when saying the compliments.



You might ask students to look, for K-Pop on the Internet and to write down the sites so they can share it with their classmates. Invite them to read about some facts, if possible.

Wrap up

Work with the activity to end your class.

Hangman. Organize the class in two teams. Use vocabulary words reviewed throughout the unit. Draw the first letter of the word and a line for each missing letter. Have students guess the letters; every mistake they have represents a part of the hangman to be drawn. If you finish drawing the hangman and the learners have not guessed the word, they lose. Follow this procedure with both teams.



Student's Book, p. 127

Lead in

8. Complete the following tasks.

As a suggestion: Write "K-Pop" on the board and brainstorm information from the students. Ask them to mention what it is, who its idols are, how they are trained, and what kind of life they have. Tell students they will be working with the information they have about this music genre.



a) Form groups of four students.

You should organize groups at random. Have students numbered from 1 to 5 and ask numbers two to work also and so on. It is important that students learn to work with people they would not naturally choose. Monitor their work to avoid difficult situations among the students.

Practice Link

b) Write a report about K-Pop. Include information about: *what K-Pop is, what type of kids managers look for, and how they train them.*

An alternative: Encourage children to use their **Reading Book** to accomplish this task. They should scan the pages in order to find the proper information about kids and managers, first. Then, have them write the information in their notebooks. Afterwards, help them think of an introduction, a body and an ending for their report. Have them write it. Monitor their writing process closely.



c) Write a dialog considering the following elements.

You should work with the elements considered in this task in detail. It is very important that students understand what to do, so they can work in a more autonomous way. Remind them that they should use a separate piece of paper to write their dialog.

Checking Link

9. Find mistakes in the sentences below. Read them and mark (palomita) the ones that are correct.

Before students perform the activity, you can read the sentences with them and clarify any doubts they may have. Then, have students perform Activity 12.

Answers:

- ✓ The band is performing now!
- The band are performing now!
- ✓ The choir love singing at night.
- ✓ That team always wins.
- That team always win.
- There is many people singing.
- ✓ There are many people singing.

10. Compare your answers with those of your classmates.

An alternative: Write these sentences on the board and encourage the group to reflect on the following sentences:

The band is performing now!
The band are performing now!

What is the difference between them? Does a band refer to one person or to a group? What is the correct way to enunciate this sentence?



11. Use a separate piece of paper. Find ten collective nouns in a bilingual dictionary and write them on a list. Then, write sentences using them.

You can encourage students to find in a dictionary or in the Internet more collective nouns and invite them to share them with their classmates.

Wrap up

The following activity encourages communication. You can adapt it.

Communication. Tell students to pay close attention to what you are doing. Then, start talking about your favorite music genre. You will perform twice; first, be shy, avoid eye contact, fold your arms, mumble words, etc. Next, talk about the same topic, but be more open to the class, look into students' eyes, smile and move your arms to express your ideas. Afterwards, organize the class in pairs and invite them to discuss how gestures and body language influence their

communication process. Finally, encourage volunteers to share their ideas with the group.

Check Back

This section is part of the evaluation proposal of **English Links 1**. It is very important that you consider these elements when working with it:

- a) Organize the class in small groups of three students. Have them look at the pages of the four Lessons of this Unit. Encourage them to take notes of those elements they found difficult and to identify the doubts they may have. Then, invite each group to talk about their doubts and clarify them with examples on the board.
- b) Ask students to identify the two pages for the Check Back of this Unit. Work with the activities of one page at a time. Read the instructions for each activity along with the group and invite them to follow them. They will have to accomplish some of them in pairs, so monitor their work to organize them when required. In some cases they will also have to listen to a track to fill out a chart or a written activity. Be aware of the recordings.
- c) As the Check Back is an evaluation activity, it is important that students work with these written tasks independently. You should monitor their work, but not correct their performance or give extra help to complete the tasks.
- d) Once students finish completing all the activities, correct their work. Circle their mistakes and ask them to correct each one. Then, give a mark for their performance according to the number of mistakes they had.

Track 35

FATHER: Hello, darling. Do you fancy watching a movie tonight?

MOTHER: Oh, no thanks, I don't really feel like watching a movie tonight.
How about going out instead?

FATHER: OK. Do you feel like going to the theater?

MOTHER: Honey ... you know I hate going to the theater, don't you?

FATHER: Oh! Yes ... I'm sorry. Would you prefer eating at the new Chinese restaurant?

MOTHER: I don't mind. The Chinese restaurant is alright.

FATHER: Well, I really love Chinese food. Let's go.

Answers:

Activity 4.

- a) They are talking at home. I suppose it is early at night. Because they want to go to the cinema, theater or to a restaurant.
- b) She feels bored, perhaps. Because she doesn't want to stay at home. She asks her husband to go out.
- c) Their mother likes to eat out. Their father likes to go to the theater.

Activity 5.

T, F, T, T, T.

Activity 6.

E, c, a, d, b.

Activity 7.

Answers may vary.

Remember to make and distribute copies of the Self Evaluation and, Group Work Evaluation sheets from the printable section. They should work out their sheets and you may talk to each one about them

Product Link

The Product is the most important element in the proposal of **English Links 1**. It both determines and organizes the Achievements and Teaching Guidelines of each Unit. Students are exposed to different tasks in which they have plenty of opportunity to work with the social practices of the language required in order to build the necessary tools to accomplish the Product at the end of the Unit. Therefore, it is important to consider the following elements while working with the Product in the case of each Unit.

- a) Motivate students to read the Product page at the beginning of each Unit, so they will know what they are expected to do. Help them understand which tasks throughout the Lessons are useful elements for the Product.
- b) At the end of Lesson, have students read the Product page again, emphasizing on the "Materials" section. Encourage them to get the necessary items to work out the tasks indicated on the Product page.
- c) Read the instructions for the tasks indicated on the Product page. Ask students to work out with each one. Tasks may require individual, pair or small groups work. Check every task students perform, so they can gather them to have a final result.
- d) All tasks include a "show and tell" part, so motivate your students to get the necessary

material and have the proper rehearsing sessions to present their work to the class or to guests they might invite.

- e) At the end of the "show and tell" session, have a reflection moment with the students. Ask for their performance as a group and for their individual work as well. Along with them, think about the things you can improve for the next "show and tell" session.

Games Bank

You can use or adapt these activities to break the ice or call student' attention, when necessary:

True or False? Write three sentences about your preferences on the board. Two statements should be true and one false, for example: *I love reading books. I don't like working. I enjoy watching cartoons.* Then, invite students to discuss in pairs which statement they think is not true. Ask each pair which statement they believe is false and have them explain why. Reveal your answer and ask students to come up with three statements about their preferences. Distribute separate pieces of paper, so they can write their statements. Organize learners in groups of four and have them discuss the false statements about each one.

Find Someone Who. Elicit from students the words they reviewed in the last lesson and write them on the board. Distribute separate pieces of paper and ask students to copy the list of objects and activities. Have them keep the paper to register their classmates' answers. Then, invite learners to stand up and find out who likes each object or activity. Tell them to ask: *Do you like painting/mice?* Tell students that when someone says: *Yes, I do,* they must write down the person's name. Get students to move around the room and get to know the group's preferences.

Read and Reflect. Write these phrases on the board: *studying, watching TV, playing soccer, playing video games, riding a bike, going shopping, listening to music, reading books.* Have students read them chorally and individually. Next, ask students about their preferences as follows: *Do you like/enjoy/love/adore/riding a bike? Do you hate/detest/dislike reading books?* Have students answer: *Yes, I do./No, I don't.* Then, organize the class in pairs so they can ask and answer about their preferences in the same way.

What do You Know About Food? Organize the group in teams of five students. Write the word: *Hamburgers* on the board. Set a three-minute time limit and have

team members think and write down as many facts as they can about hamburgers. Then, have each team read their sentences. Give one point for each true sentence and add up points at the end of the activity. Repeat the process with other words: *Tacos, chicken wings, pizza, salads, grilled meat, soups.*

Clippings. Before you perform this activity, ask students to bring a cardboard sheet, a magazine and a picture of their favorite singer. First, organize students in groups of three and have them show and tell their pictures to their partner. Afterwards, have them imagine a day in their favorite singer's life. In their notebooks, ask them to think and write some sentences about it. Then, write the title: *A Day in the Life of...* on the board and tell students they should write a composition about their favorite singer's life under that title. Give them some ideas on what to write in the introductory paragraph, in the body and in the ending one. Encourage students to write their composition on their cardboard sheet and to illustrate it with cut ups from the magazine. Organize a "show and tell" session.

Teaching Tips

- It is worth pointing out that there are no different formal and informal pronoun forms in English. So the "you in" "Are you Jorge?" is the same in all situations, whatever the formality.
- Demonstrate how a sentence should be stressed by highlighting the stressed words on the board: *My name's Maria and his name's George.* It is important to introduce students to the concept of both word and sentence stress in English.
- When you ask students to rewrite the words they have just learned, you help them memorize them easier, and if you encourage them to use the words within a context (sentences), the learning process will become more meaningful.
- Students need to be involved in tasks they find interesting in an environment where active and successful learning is encouraged. Students make the most progress when they are enjoying themselves. Competitions and quizzes keep motivation levels high, and rewards for communicating in the target language in the various skill areas offer chances for constant self-improvement. The smallest of tasks, such as matching pictures to words or phrases, or even word searches, can be turned into competitions - against the clock, first to finish, fastest class, etc.
- Explain to the students that dictionaries always offer different options to a word or entry so as to help the user to find the best alternative in meaning to the word, and decide on its meaning according to the context.
- Backtracking vocabulary while you tape it on the board will give the chance to those "weak" students to learn or recall the vocabulary better.



- When listening to get information, one should pay attention to the voice tone people use; especially if we are in a telephone conversation, since the speaker cannot make use of eye contact. Hence, help your students pay special attention to these details, so as to have a better understanding of a telephone conversation.
- Teach students to underline key words in the questions like content words and substitution ones. They should use these to locate both specific information and links between ideas to work on.
- The more you learn, use and practice the language, the more accurate and fluent you become. Repetition and practice are essential to many skills, and this is especially true when learning a language. In order to consolidate classroom learning, you must repeat and revisit grammar, vocabulary and pronunciation work regularly with your students.
- Emphasize that we say: in the morning(s) - - afternoon(s) - evening(s) but for pointing nighttime, we use: "at night".
- The more you expose your students to the target language, the better. Occasionally, speaking Spanish may be necessary, but a lot of the time, it is not. Immersing your students in the target language helps them use it more independently and this can lead to increased confidence and better vocabulary.
- It is always a good idea to make sure students understand what is expected of them, especially in an activity in which they have to do exactly as instructed. Explain that if in an exam they don't follow the instructions, it won't matter whether the answer is correct or not. If the indication is to circle the correct answer, they must follow the instructions exactly.
- To develop listening skills, you can always pause the Track and encourage students to provide details of what they just heard. Hence, asking specific questions regarding the listening will force learners to remember details.
- Explain to the students that dictionaries always offer different options to a word or entry so as to help the user to find the best alternative in meaning to the word, and decide on its meaning according to the context.
- It is always a good idea to read the statements of an exercise so as to make sure students understand the activity. In that way, you will give students the chance to predict what the listening is going to be about.
- Dictionaries are great resources, no doubt, but that doesn't mean you should run to the dictionary every time you hear or read a word you don't know.
 - Try to guess at a word's meaning by the other words around it (the context).
 - Keep reading or listening, as maybe there will be an explanation coming.
 - If you still don't understand, look up the words or make notes to look up the words later.



Unit 8 • Comic Strips

Lesson 1. Home-cooked Meals vs. Fast Food

Student's Book, p. 133

Lead in



1. Read the questions and discuss: What type of food do you prefer? Do you like home-cooked meals? Which ones do you usually have? Do you like fast food? Why?

You should write the title of the Lesson on the board: *Home-cooked Meals vs. Fast Food*. Pre-teach: *home-cooked meals*, *fast food* and *vs. (versus)*. Then, organize students in pairs. Ask them to discuss the questions between them. Invite students to share their answers with other pairs. Finally, invite students to share their answers with the rest of the class.

Practice Link

2. Write a list of 10 home-cooked meals and 10 fast food products you like. Compare your list with that of a partner.

Before students work with the activity, you can have them mention what food they prefer and why. Then, focus students' attention on Activity 2. Have volunteers read the instructions.

Possible answers:

Home-cooked meals	Fast Food
Vegetables salad	Waffles
Chicken soup	French fries
Rice and beans	Hamburgers
Scrambled eggs	Hotdogs
Fried chicken	Bacon-cheese burgers
Grilled meat or fish	Chicken nuggets

Encourage students to use their dictionaries, if necessary.

NOTE: Students may mention food they eat in their local area.

Checking Link



3. Make groups of four students and perform the following tasks.

- a) Find the words: Food and *meal* in a bilingual dictionary. Circle the correct alternative in each sentence. What's the difference between the two words?

An alternative: Organize the class into groups of four. Encourage students to use their bilingual dictionaries and choose the correct alternative which completes the statement. While checking the activity, encourage your pupils to give examples or elaborate on their answers.

Answers:

a) *meals/food/meal*/Food is all the things you can eat and a meal is the portions of food taken at a particular time. e.g. *breakfast, lunch, dinner*.

- b) Read the comic strip and answer the questions below it.

You should encourage students to describe what they see in the pictures without reading them yet. Invite students to tell you do that it is a *cartoon*. Then, ask students to tell you how they know it is a cartoon. Elicit characteristics from this genre. Finally, encourage students to give examples or elaborate on their answers.

Answers:

The mother and the son, because there are speech bubbles. / At home, in the kitchen, like 2 or 3 o'clock, because the son is hungry. / The son, the mother, he feels puzzled, because of his facial expression.

- c) Use a separate piece of paper. Copy and answer these questions use complete sentences. Then, ask a partner to help you correct your work.

1. What does the boy want?
2. Which are his possibilities?
3. What does he decide to eat?
4. What does his mother suggest?
5. How does he feel at the end?

As a suggestion: Invite students to tell you, briefly, what the cartoon is about. Then, read instructions from Activity c. Read the questions aloud. Make sure students understand the questions. Then, have students do the activity. Finally, check activity as a class and encourage students to elaborate on their answers.

Answers:

1. Eat. 2. Ask for fast food or call grandma for a home-cooked meal. 3. A home-cooked meal. 4. To call his grandma to eat. 5. Puzzled.



4. Find comic strips in newspapers, magazines or on the Internet, as the one above. Print or reproduce two examples and analyze them with a Internet partner. Keep the comic strips for later use.



One option: Prepare students for the homework by asking them to write down five fast-food restaurants they know of. Elicit one or two examples and write them down on the board. Then, ask students to tell you the type of food that is sold there. Write the examples on the board. Finally, tell students to look for the food one can have in those restaurants on the Internet. Encourage yourleamoss to look for words they don't understand and write them down on their notebooks.

Wrap up

As a possibility to finish the class:

Hot or Cold. You can use a small object from the classroom: *an eraser*, for example. Hold it in your hand so they can see it. Next, ask students to close their eyes while you hide the eraser. Tell students to open their eyes and choose three of them to look for the hidden object. Let students know how close or far they are getting by saying: *Hot/Cold*. When they find the eraser, they should say: *It's an eraser!*, for example.

Student's Book, p. 134

Lead in



5. Look at the comic from Activity 3 b) and look at the pictures below. Then, answer in pairs: Which food does the boy prefer to eat? How do you know? Which food do you prefer to eat? Do you like home-cooked meals?

You are suggested to pre-teach: *Healthy, unhealthy food*. Write the words on the board and motivate children to name food under each heading. Organize the class in pairs and have a volunteer read the instructions for the activity aloud. Encourage students to organize

the information in a chart so as to simplify the type of information learners are required to discuss about. Finally, encourage students to go to the board to write their answers.

Answers:

Home-cooked meals	Healthy food	Fast food
- You can select fresh ingredients.	- Minimally processed food.	- Foods low in nutrients
- You can ensure that ingredients are clean and free of contaminants.	- Foods high in nutrients.	- Highly processed

6. Find the meaning of these words in a bilingual dictionary.

You can ask students to read the provided words and ask them to look for them in their bilingual dictionaries. Then, encourage students to fill in the blanks with the correct meaning.

Answers:

Sal, azúcar, grasa, sodio, trigo, salsa.

You should write the following words on the board: *Salt, sugar, fat, sodium, wheat, sauce, flour*. Have students say each one chorally and individually. Ask students to look on the Internet which food contains these elements; have them list the food with the elements in their notebooks.

Practice Link



7. Listen and circle the correct alternative.

Track 36

You are suggested to pre-teach / review: *debate, junk food, home-made meals, cooked meals, fast food chains, and frozen meals*. Write these words on the board and have students deduce their meaning. Then, explain to the students that they are going to hear some people giving their opinion about fast food and home-cooked meals. Ask students to read the instructions for Activity 8. Have them listen to Track 36 and identify the correct answer.

Answers:

a



Track 36

Radio announcer: Welcome to ABC Debate Program. Today's topic: Home made meals vs. junk food. Is mom's home cooking healthier than fast food? Can it prevent obesity in our countries? Experts say that home-cooked meals are often a better choice because they give you the control to pick healthier ingredients.

Well... Let's welcome Dr. Brandon Miller from Palo Alto Medical Center and Chef Monique, owner of Matisse, Healthy Fast Food.

DR. MILLER: Thank you, Linda.

CHEF MONIQUE: Thanks for having me here.

RADIO ANNOUNCER: Dr. Brandon, Chef Monique, tell us... How do you see this national problem?

CHEF MONIQUE: Well, times have changed as far as cooking goes. If women now are just as active in the workplace as men are, and men have become even more active in the kitchen.

DR. MILLER: As far as nutrition goes, home-cooked meals are becoming fewer and less popular. According to a study published by the Palo Alto Medical Center, 96 percent of kids in school, identify fast food as the food they eat every day. Even more alarming is the fact that Americans spend nearly \$100 billion dollars on fast food every year, according to the same study.

RADIO ANNOUNCER: Why are people not cooking at home anymore?

CHEF MONIQUE: Because there are fast food places in almost all the corners and streets in most cities.

DR. MILLER: That's true... but fast food meals are saturated with salt, fat, sugar and sodium. If you cook at home, you can control the ingredients you add to your food.

RADIO ANNOUNCER: What you mean is that it is healthier to eat home-made meals, but it is very difficult to do it because of people's lifestyles nowadays?

DR. MILLER: Yes... Let me add, what the Department of Agriculture says is that there are many ways to keep

home-cooked meals simple. You can eat raw vegetables and fruits that need no cooking if you plan what to buy every week. You can reduce fat and salt if you cook and freeze weekly meals. You may also find a time each week with your family when you can cook together.

CHEF MONIQUE: What I say is that you can have a healthy diet even if you choose to eat fast food at times. You can order small sizes, choose water, skip sauces and eat grilled meat, chicken or fish.

DR. MILLER: That is a possibility, Chef Monique, but fast food items are not really limited to hotdogs, burgers, fries and tacos. Today, fast food chains are starting to add healthier food options in their menu lists. Organic salads and burgers are also being offered in fast food restaurants.

RADIO ANNOUNCER: I do agree, Dr. Miller... Chef Monique's restaurant is an example of this... What do you do at Matisse?

CHEF MONIQUE: Let me tell you... at the restaurant, you can eat garden vegetable soup, grilled farm chicken or meat and organic hamburgers that we cook in a moment. We also prepare salads and whole-grain bread sandwiches with grilled organic cheese to take away.

RADIO ANNOUNCER: As you can see, there are ways to eat healthier either at home or in fast food restaurants. The point is how to take care of what you eat! Thanks Dr. Miller, thanks Chef Monique...

8. Listen and write the name in each case: Dr. Miller (DM), Chef Monique (CM)

You can ask students to tell you what they remember about the Track 36. Ask: *What type of program is it? Who are the characters? Who is interviewing them? What are they talking about?* Then, encourage students to listen to Track 36 again. Pause the track several times, so you can allow students understand what each character is saying. Play the recording a second time and ask for specific comprehension questions. Then, encourage students to complete task 8.



Whose opinion is it?

- Times have changed as far as cooking goes. _____
- 96 % of kids in school identify fast food as the food to eat every day. _____
- American spend nearly \$ 100 billion dollars on fast food every year. _____
- People do not cook because there are fast food places everywhere. _____
- Fast food meals are saturated with salt, fat, sugar and, sodium. _____
- If you cook at home, you can control the ingredients in your food. _____
- There are many ways to keep home-cooked meals simple. _____
- You can have a healthy diet even if you choose to eat fast food. _____
- Fast food items are not limited to hotdogs, burgers, fries, and tacos. _____
- Fast food restaurants, like Matisse, offer healthier food options. _____

Answers:

CM, DM, DM, CM, DM, DM, DM, CM, DM, CM.

Checking Link



9. Read the questions and discuss:
What is Dr. Miller's opinion about home-cooked food? What is Chef Monique's opinion? Do they base their arguments on scientific papers? On experience?

After having listened to the radio program, you could ask students that they have to answer some questions related to Chef Monique and Dr. Miller's opinions. Organize the class in pairs. Ask some volunteers to read the questions aloud and make sure students understand them. Encourage students to discuss the answers to the questions. Motivate students to compare their answers with other classmates.

It is important to work with the **Remember!** Section: Ask students to read the information carefully. Encourage them to say examples.

Wrap up

Awkward Reading. You can select part of the transcript from the dialog you have been working with (Track 36) in the Student's Book. Explain that you are going

to read the dialog aloud and students should follow in their own books. Explain that you will substitute, add or omit words while you read, and they should say: *Stop!*, when they hear them.

Student's Book, p. 135

Lead in



10. Look at Activity 8 and talk about the arguments Dr. Miller and Chef Monique give about home-cooked meals and junk food.

Before students work with the activity, you may write this chart on the board or make copies of it.

Agree

*I think he/she is right.
I completely agree with him/her.
I think it is a complex problem.*

Disagree

*I don't think so.
I don't agree with him.
I don't think it is a problem.*

Own opinion

*I think he/she exaggerates.
I'm not quite sure about his/her opinion.*

*Dr Miller
says that...
Chef
Monique
says that...*

*What do
you think
about that?*

Then, highlight the way an individual can agree, disagree or give a personal opinion about another person's ideas or comments. The chart can help students organize their own ideas. Practice the dialog and substitute the information with a couple of students. Encourage your pupils to use Track 36 to follow Dr. Miller and Chef Monique's comments.

Practice Link



11. Listen to Track 36 again and perform these tasks.

a) Read and answer these questions.

Before listening to Track 36 again, you can read the questions along with students. Explain to students that they can refer back to the text if necessary, to answer the questions. Motivate students to discuss the answers in pairs.



a) Answers:

Debate program. / Home-made meals vs. junk food. / Because people's health is getting worse every day. / Yes, it is very important to become aware of our health. It can prevent obesity problems. / A Dr. and a Chef, they have read and their experience helps them give their own point of view. / Yes. / Answers may vary.

- b) What do people say about these places in the program? Use your notebook to write about them:

You should encourage students to discuss what is being said about the places from task **b**. Have students compare their answers in pairs.

b) Answers:

Palo Alto Medical Center and the Department of Agriculture are centers where food studies are made. / Matisse is a Healthy Fast Food Restaurant.

- c) Use your notebook to write ten different foods and ten different verbs mentioned in the interview. Take turns to say sentences with these words.

As a suggestion: Draw two grids, with the same information (see answers' grid) on both sides of the board. Then, organize the class in Team A and Team B. Later, challenge both teams to go to the board and complete the chart with the required information: *Food and Verbs* from the interview. The team with most correct answers will be the winner.



12. Make groups of four students and use the comic strips from Activity 4. Discuss: what are they about? what do you think of each one?



An alternative: Draw students' attention to Activity 14. Have a volunteer read the instructions. Make sure all of the students understand what to do. Organize the class into groups of eight students and ask them to do as instructed. Monitor the activity and assist students if necessary.

Checking Link



13. Use a separate piece of paper. Write the advantages and disadvantages of eating home-cooked food (5 of each kind). Then, write the advantages and disadvantages of eating fast food (5 of each kind).



Before students work with the activity, you can draw a Mind map on the board and in the center write: *Advantages and Disadvantages of being a vegetarian*. Brainstorm ideas from students and write them down as learners provide you with them. Later, write on the board the titles required in Activity 15 and encourage students to write down their ideas. Invite students to compare their answers with other classmates.

Wrap up

The following activity might be useful:

Pass the Vegetables. You will need a bag with some vegetables for the activity. You can show them to the class and have them name each one chorally and individually. Move chairs and tables and make space in the classroom. Sit everyone in a circle, put on some music, and have everyone pass all of the vegetables around the circle (in the same direction). The music will be playing and all of your vegetables will be going around the circle. Suddenly stop the music—the students holding the vegetables must shout out the name of the vegetable they are holding. The last person to shout out the correct word is out. Remove his/her vegetable from the game. Keep playing, until the last person is out. The game should end with just 2 students passing two vegetables back and forth.

Lesson 2. A Birthday Comic Strip

Student's Book, p. 136

Lead in



1. The Western idea of celebrating a birthday with cake and candles is used in many parts of the world, but many cultures have other ways to celebrate that don't involve cakes. Answer: Do you know how people in other countries celebrate birthdays?

You might have students look at the pictures and ask them to identify the festivity they see. Later, ask students to mention how those festivities are celebrated in their community and in their homes. Then, ask students which of those festivities they like and which ones they don't.

Practice Link

2. Read the texts and look for the meaning of the underlined words; use a bilingual

dictionary. Then, use a separate piece of paper to draw the way people celebrate their birthdays in the mentioned countries. Compare your drawings with those of other partners.

An alternative: Write on the board Christmas in Japan. Elicit from students information related to the topic and write it on the board. Then, ask students to look for more information on the Internet. Organize the class into pairs and ask them to collaborate in the search for information about the topic. Finally, ask students to answer the questions from Activity 2.

Answers:

Christmas has only been widely celebrated in Japan for the last few decades. Now, several customs that came to Japan from the USA such as sending and receiving Christmas cards and presents are popular.

In Japan, Christmas is known as more of a time to spread happiness rather than a religious celebration. Christmas Eve is often celebrated more than Christmas Day. Christmas Eve is thought of as a romantic day, in which couples spend time together and exchange presents. In many ways it resembles Valentine's Day celebrations in the UK and the USA. Young couples like to go for walks to look at the Christmas lights and have a romantic meal in a restaurant - booking a table on Christmas Eve can be very difficult as it's so popular! In Japan Santa Claus is known as Mr. Santa. Another Japanese gift bringer is Hoteiosho, a Japanese god of good fortune from Buddhism and not really related to Christmas.



3. Look at the comic strip. Read it carefully and answer these questions:

- Is this an American or a Japanese comic strip? How do you know?
- How many characters are there in the comic strip? Are they talking among each other? Are they answering a question only?
- Do they show any emotion when they say what they want? Do they care about wish lists?

As an option: Ask students to tell you if they like comic strips. Then, ask them to tell you the type of comic strips they like best. Write them on the board for all students to be aware of the different genres. Invite students to tell you why do they like certain types of comics. Later, ask students to look at the comic strip without reading it yet, ask them to tell you what kind of comic it is. Organize the class into pairs and encourage them to answer the questions.

Answers:

It's an American comic strip. / Because of the character's clothing. / There are 11 characters. / They are doing both things. / All of them want different things and all of them show different emotions. / Not all of them care about wish lists. / Answers may vary.

Checking Link



4. Look for Birthday Comic Strips in magazines or on the internet. Print two and read them with your classmates: What are they about? How do people in the strips celebrate birthday? How do you celebrate your birthday?



As a suggestion: Organize the class into teams of four students. Then, write the word *Christmas* on the board and ask students to tell you the date this celebration takes place. Write the date on the board. Then, ask students to write as many words related to the topic as they can in their notebooks. When students have finished, invite them to go to the board and ask volunteers to write down their words. Organize them in pairs and motivate students to talk about this celebration in their country. Next, read the instructions from Activity 4 aloud. Ask team members to choose a country and to look for information on the Internet on how people celebrate Christmas there. Then, ask students to write a paragraph describing Christmas celebration in that country. Have team members share their information with other teams.

Wrap up

The following activity encourages communication. You can adapt it.

Respecting others' beliefs. Invite students to the playground and have them sit on the floor around you. Tell them that you are going to share ideas about a topic: "*Respect for other people's beliefs*". Say what you understand a belief is and explain that people in different cultures have different beliefs. They are not good or bad. Ask them to mention what they have learned about people living in other countries' beliefs. Then, have them discuss this briefly in their native language. Motivate students to mention some beliefs other people have that are different from theirs. For example, ask students to tell you what they think of people who don't celebrate Christmas.

Lead in

5. Look at the comic strip elements below and mark (✓) the ones you find in the Activity 3.

As a suggestion: Print some examples of different comic strips from the Internet and take them to the class (8). Before they work with the activity, organize the class in eight teams and distribute the printed comic strips. Have team members look at their comic strip carefully. They should identify the elements it has. Ask: *How was this comic strip designed? What elements does it have? What is the comic strip about? Who are the characters? What do you think about it?* Once team members finish discussing about their comic strip, have them share their information with the rest of the class. Afterwards, have students read the instructions for Activity 5 and have them perform what they are required. Check students' answers and have them read the elements included in a comic strip. Just them to identify each element in the illustration and encourage yous pupilsindividuals to read them chorally and individually.

Answers:

Cartoon picture boxes. /Speech bubble. /Thought bubble.

Practice Link



6. Read the comic strip elements aloud and correct each other's pronunciation. Then, match them with their corresponding meaning.

An alternative: Organize the class into pairs. Have a volunteer read the instructions and make sure all of the students understand what to do. Provide students with the correct pronunciation model for the different parts of the comic strip and ask students to repeat the words after you. Check thers pronunciation. Finally, have them follow the instructions from Activity 6.

Answers:

Cartoon picture box - viñeta o cuadro. /Caption box - caja de texto. /Speech bubble - Globo o bocadillo de texto. /Thought bubble - Globo o bocadillo de pensamiento. /Action bubble - Onomatopeya o representación de ruido /Arrows - Flechas de secuencia.

7. Read the text and order the acts below. Use numbers from 1 to 3. Check your answers with those of a partner.

You might ask students to tell you if they remember the elements of a story. Write students' answers on the board. Then, explain to students that comic strips have a structure. Draw students' attention to the explanation provided in Activity 7. Go over the comic strip structure. Then, encourage students to read the text and order the acts. Check the activity together.

Answers:

3, 1, 2.



8. Say the meaning of the adjectives. Use a bilingual dictionary, if necessary. Look at the comic strips on pages 133 and 136. Then say which character shows each emotion in the comic strips.

You can have students read the instructions for Activity 8. Encourage them to read the adjectives in the box and give their meanings. Have them use their bilingual dictionary, if necessary. Then, motivate students to look at the comic strips on the indicated pages and have them describe the illustrations of the characters in each one. Then, have them say which ones show the emotions from the box.

Checking Link



9. Use the comic strips from previous activities and discuss: What are the comics about? What do you think of each one?



As an option: Have students read the instructions for Activity 9. Motivate them to make their emotions list in their notebooks first. Check all the lists and encourage students to copy theirs on a separate piece of paper and to illustrate each emotion.

Wrap up

Comic Strip Elements. You should ask students to look for a comic strip they like from the Internet and to print it. Tell them to bring it to the class as well. Elicit from students which are their favorite comic strips. Organize

students in pairs and allow three minutes for them to talk about the topic and to show their comic strip to their partner. Go through the students' favorite comic strips and ask them to tell you why they like them. Later, on ask learners to paste their comic strip on a separate piece of paper and to draw arrows in order to show case the elements they learned in Activity 5. Have students show their work to other classmates.

Student's Book, p. 138

Lead in



10. Look at the Birthday Comic Strip in Activity 3 and talk about the emotion each character shows. Then, find an argument from the list to explain his /her emotion.

Before students work with the activity, you can have them work with the following activity. First, draw the following chart on the board:

I think			1 st			surprised
I believe	this girl		2 nd	picture	looks	anxious
	/ boy	in the	3 rd	box	seems	nervous
			4 th			puzzle

You may draw students' attention to Activity 3. Then, explain that you are going to make a statement about certain cartoon characters from the comic strip. Ask students to identify the character and point at them. Model an interaction with a volunteer. Say: *This girl in the second picture box looks surprised.* Have a volunteer reply: *I think she didn't know she could ask for a Christmas present.* Repeat the interaction with other students. Organize the class into pairs. Ask students to practice the interaction. Encourage them to use the information from the board.

Practice Link



11. Look at the Birthday comic strip in Activity 3 and talk about the characters in the cartoon picture boxes.

You should read the instructions for Activity 11 with the students and help them follow each one. Monitor their work and help them when necessary. It is important to encourage learners to work with more autonomy in order to learn about their improvement and difficulties.

Work with the **Remember!** section: Ask students to read the information carefully. Encourage them to come up with examples.

Checking Link



12. Use a comic strip from the previous activities. Cut and paste the comic strip on a separate piece of paper. Write the names of the elements it has and describe the acts it shows. Then, compare your work with that of a partner's and discuss: Do the comic strips show a cultural element? Which ones?



It is a good idea to read the instructions from Activity 12 along with students. Ask students to print another comic strip, different from the one they have, to work with.

Wrap up

Words, words. You might organize the group into pairs and ask students to write 5 words they remember from the unit in their notebooks. Ask them not to show their words to their partner. When they have finished writing the words in their notebooks, ask them to stand up. Explain that they will take turns writing those words on their classmate's back. They have to guess the word which is being written on their back. The student who guesses the word, has to use it in a sentence. If the sentence is correct, they'll get a point. The student who gets more points will be the winner.

Lesson 3. The First Anime

Student's Book, p. 139

Lead in



1. Answer these questions. Look for the information on the internet or in an encyclopedia.
- When did World War II start? When did it end? Where is Pearl Harbor? Why was it important in World War II?
 - How did the war end? What was Japan's role in World War II?

You should write: *World War II* on the board. Have students read the words and communicate what they know about this event. Afterwards, have students read the questions in Activity 1 along with you and have them answer in pairs. If they do not know the answer, motivate students to look for the necessary information on the Internet.

Answers:

1939./1945./in Hawaii./Because on December 7th, 1941, Japanese fighter planes attacked the U.S. base: Pearl Harbor where more than 2400 people died./Germany surrounded on May 8th, 1945 after Hitler died on April 30th./Japan signed strategic treaties with Adolf Hitler to further his ambitions of world domination.

to describe the relationship between: *Osama, Japan, World War II* and *Japanese animation*. Have students share their answers with other pairs. Afterwards, write these verbs on the board: *started, ended, was, were, decided, become, enjoyed, watched, died, lived*. Have students read and spell each one taking turns. Ask them to write five affirmative sentences with them in their notebooks; then, have them transform the sentences to interrogative and negative forms. Check students' work and have them correct their mistakes.

Wrap up

The following activity might help students reflect on how to make sentences:

Practice Link



2. Look at the comic and complete the missing information.



As a suggestion: Draw students' attention to Activity 2. Ask students not to read the text yet. Challenge them to predict about the cartoon's content. Elicit some predictions from students and write them down on the board. Then, have students read the cartoon so they are able to complete the missing information. Once they finish, have them work out the cartoon in detail. First, ask students to analyze its structure and say if they find these elements: *Cartoon picture boxes, caption boxes, speech bubbles, arrows, thought bubbles, action bubbles*. After that, ask them to read the texts in each box carefully and underline the words they do not know, so they can find their meanings in a dictionary. Have students read the text below the instructions and complete it accordingly. When students have finished, encourage them to compare their answers. Then, go back to the predictions you wrote on the board and mark (✓) those which were correct. Finally, ask students to tell you what the cartoon is about.

Answers:

First, 1944, saw, was, liked, worked, drawing, doctor.

Strips. You are suggested to prepare 10 strips of cardboard (5 cm wide) and write the following words with a black marker: *started, ended, was, were, decided, become, enjoyed, watched, died, lived*. Show the strips to the students and help them read each one chorally and individually. Have them spell the verbs in past and in present tenses. Toss a ball to the students and assign them a verb; ask them to say an interrogative, affirmative or negative sentence with the verb you give to each student. Try to include all the students in the practice.

Student's Book, p. 140

Lead in

3. Read the comic strip in Activity 2 and complete these tasks.

- a) Circle T for true sentences and F for false ones.
 - 1) The comic strip shows invasion scenes during World War II. T F
 - 2) The comic strip narrates some war situations only. T F
 - 3) Osamu Tezuka lived in a bombed-out town. T F
 - 4) Osamu stopped drawing during war time. T F
 - 5) He saw terrible things during war time that affected his life. T F

- b) Work in pairs and describe the picture boxes: What do you see in each picture box? Who are the characters in each one? Where are they? What does each one

Checking Link

You can write the name of: *Osama Tezuka* on the board and have children tell you what they know about him. Organize students in pairs and ask them

express? What is the explicit information the story shows? What is the implicit one?

- c) Look at the comic strip carefully and mark (p) the elements you find.

Cartoon picture boxes
Thought bubbles
Caption boxes
Action bubbles
Speech bubbles
Arrows

To work with this activity, you should go task by task. Make sure students know what to do in each, and monitor while they work. Check each task as soon as it is finished, before going to the next. Have general feedback sessions to listen to students' comments and opinions. This information will be useful for you to detect and diagnose possible problems, and to take the necessary actions.

Answers:

a) 1. T, 2. F, 3. T, 4. T, 5. T

Answers:

b) Cartoon picture boxes. /caption boxes.



4. Read and discuss: What are animated cartoons? What is anime? What is manga? Which are the differences among the three?



You can write on the board: *Animated Cartoon*. Organize the class into pairs and ask them to talk about the topic for a minute. Then read the questions from Activity 4. Make sure every student understands them. Encourage students to respond the questions.

Practice Link

5. Read the information and write the characteristics of anime and manga.

It is a good idea to write on the board: *Anime* and *manga*. Ask students to tell you which one they prefer. Encourage students to express their reasons for their preferences. Then, invite students to verify their reasons by reading the text which talks about both genres.

Answers:

Anime - Originated in Japan, animated cartoon videos shown on TV or home videos. **Manga** - Originated in Japan - Japanese comics, typically black and white used as basis for anime.

Checking Link



6. Make groups of four students. Look at the text from Activity 2; then, read the cartoon boxes of the comic in the same activity. Discuss: What is the comic strip about? Is it for children? Why not? What type of content does it refer to?



You might organize the class into pairs. Next, read the instructions to Activity 6. Make sure students understand what to do. Motivate them to play the game.

Wrap up

As a possibility to finish the class:

What's the Time, Mr. Fox? One player is the fox and he/she will stand with his/her back turned to the others (5 m from the others). The others call out: *What's the time, Mr. Fox?* And the fox turns to face the others and shouts out a time. For example: *10 o'clock!* The others would then take 10 steps toward the fox. The group will take the same amount of steps toward the fox as the amount of hours in the fox's time (that is 2 o'clock = 2 steps, 6 o'clock = 6 steps, etc.) When the group gets close to the fox the next time, the group yells: *What's the time, Mr. Fox!* The fox will say: *Dinner time!*, and run after the group who are running back to the start line, and hopefully catch one of the group who will then, be the fox.

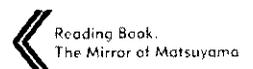
NOTE: Students are not expected to learn to tell the time. Just tell them that this game is similar to "*Lobo, ¿estás ahí?*"

Student's Book, p. 141

Lead in



7. Read pages 101 to 111 in pairs and perform the following tasks:



It is good idea to write on the board: *The Mirror of Matsuyama*. Have students say what they remember about the story from their **Reading Book**. Then, ask the class to work with the story to complete the tasks required.

- a) Read and answer: What images come to your mind when you hear the word: Fairy tale? Do you like reading Fairy Tales? Are Fairy Tales the same all over the world?
- b) Use a bilingual dictionary to find the meaning of the words you do not know.
- c) Take turns to read the text pages with a partner aloud.
- d) Use your notebook to write ten questions about the text you read. Next, ask another pair to answer your questions orally.
- e) Underline the adjectives in the story pages. After that, use them to describe the characters: Who are the characters of the story? What are they like?
- f) Look at the pictures and describe them.

It is important to help students go task by task. Make sure students know what to do in each one; monitor while they work. Check each task as soon as it is finished, before going on to the next. Have general feedback sessions to listen to students' comments and opinions. This information will be useful for you to detect and diagnose possible problems and to take the necessary actions.

When you get to task **c**, read the story aloud to model correct pronunciation and intonation. When it is the students' turn, organize the class in pairs so they can read taking turns and monitor the activity; correct students when necessary.

Answers:

Yes, the man loved his daughter very much. /No, because she accepted her father's wife even when.

Answers:

She missed her mother a lot. /A woman looking at her in amazement. /Because her mother gave it to her before she passed away, and her mother told her that whenever she felt alone, she could always look at the mirror and there she could find her. /In the middle of the story the stepmom hated her because she thought the girl was trying to bewitch her. /He found out that his daughter was suffering, in the story it's mentioned that he loved her more than before.

Practice Link

You can organize students for task **d**. Ask students to write ten questions and then, swap their notebooks with a classmate. Motivate students to answer the questions each person wrote taking turns. Finally, encourage them to read one of their questions aloud and invite the rest of the group to answer it. Encourage students to work with tasks **e** and **f** carefully. Ask students to use the adjectives from task **e** to describe the pictures of the story. Circulate among the pairs so you can correct students' pronunciation, stress and intonation while describing.

Checking Link

- g) Read the whole story again and describe the beginning, the middle and the ending of the story.

As a suggestion: Encourage students to read the story once again. Have them work in groups of three, so two students can read taking turns and the third one can correct their pronunciation while they read. Next, help them organize the way they can face the task. Ask the class to name the characters in the story first, then to describe the setting of the story. Then, have students describe the way the story begins; pictures from the **Reading Book** can help students with their descriptions. Write some prompts on the board. Afterwards, encourage them to say what happened in the middle of the story. Help them describe the conflict the characters faced throughout the story. Write some sentences on the board as cues. Finally, have students describe the way it ended. Write some prompts on the board. Have students work in groups of three and ask them to describe the story considering the elements on the board as well as the questions in task **d**.

8. **Work in pairs. Show your partner the comic strip you prepared for the Mirror of Matsuyama text and analyze its elements. Then, discuss:**
What is the comic about?
What story does it tell? Can you say it in three acts? What do you think about the story?
What's your opinion about the characters and their attitudes?
What do you learn from the story?



Wrap up

The following activity might help students reflect on how to make sentences:

Scrambled Sentences. Prepare 10 cardboard strips (5 cm wide) and write questions about the story: The Mirror of Matsuyama with a black marker. Show them to the class and have students read each one aloud. Have them identify the verb and say its base form. Cut the words in each sentence (strip) and show the isolated words to the students; mix the words and motivate the learners to put the words together to make a complete question. Once they have understood the process, organize five teams and cut out the words in each strip; put them together with a clip and give team members the sets, one by one. Ask students to order the words in each set to make a question. Encourage them to answer the questions as well.

Lesson 4. A Japanese Emperor

Student's Book, p. 142

Lead in



1. Read the text and find the meaning of the underlined words in a bilingual dictionary. Then, circle the correct alternative in each case.

You should write on the board the title of the lesson: *A Japanese Emperor* and brainstorm from students what this lesson is going to be about. Write ideas on the board. Then, focus students' attention to Activity 1. Read the instructions and have students answer the questions. Before checking the task, ask students to tell you which predictions were correct. Mark (✓) students' correct predictions. Check the activity as a class.

Answers:

a) 1, b) 2, c) 1, d) 1, e) 2, f) 1

Practice Link



2. Read the text and underline all the verbs you find. Write a list of 15 verbs in your notebook.

You could challenge your students to remember 10 verbs they used when they worked with the cartoon from page 115. Write them on the board and have

students read and spell them. Then, encourage the class to read the text about Osama Tezuka along with you. Ask for the meaning of specific words to check understanding and then, ask general questions about the text. Have students read the text again for homework and underline the verbs they find.

Checking Link

Organize the class in groups of six and ask students to describe the main points of the text. Then, to say what it says about "manga" and what about "anime". Organize a discussion panel: three students will defend the importance of "manga" and the other three.



Wrap up

The following activity might be useful.

Whisper and Mime. You should organize the class in two teams. Invite a student from either team to the front and whisper to him/her a verb from the ones in Osama Tezuka's text. Then, have the student mime the verb to the opposite team. If team members guess the verb and make a question with it, they will get a point. Next, a member from this team will mime a verb for the first team.

Student's Book, p. 143

Lead in



3. **Bang!** Make groups of four students. Each group will need 20 small cards, and a shoe box. Choose one homework list and write the 15 verbs, one on each card and 5 cards with the word: **Bang!** Fold them in half and place them in the box. Take a card, read the verb and say a sentence with it. If the sentence is correct, keep the card; if a group member gets a **Bang!** card, he/she will return his/her cards.

You need to prepare 20 small cards and a shoebox per group (if you don't have a shoe box you can replace them for plastic bags). You can choose one homework list and write the 15 verbs, one on each card and 5 cards with the word: *Bang!* Fold them in half and place



them in the box. Organize the class into groups of 4. Then, draw students' attention to Activity 3. Read the instructions along with students.

Practice Link



4. Look at the manga strip and perform the tasks below.

An alternative: Draw students' attention to Activity 4. Ask students not to read the manga text yet. Challenge them to predict the content. Elicit some predictions from students and write them down on the board. Then, have students read the manga strip and ask for comprehension questions. Once they finish, have them work out the manga strip in detail. First, ask students to analyze its structure and say if they find these elements: *Cartoon picture boxes, caption boxes, speech bubbles, arrows, thought bubbles, action bubbles*. After that, ask them to read the texts in each box carefully and underline the words they do not know, so they can find their meanings in a dictionary. Then, go back to the predictions you wrote on the board and mark (✓) those which were correct. Finally, ask students to tell you what the manga strip is about. Afterwards, have students perform the tasks required.

Checking Link

- a) Describe the picture boxes. What do you see in each picture box? Who are the characters in each one? Where are they? Who do you think the professor is? What does each one express? What is the explicit information the story shows? What is the implicit one?



You can write the words: *Explicit* and *implicit* on the board. Ask students to read them and to infer their meaning. Next, explain that "explicit" is what we can see, what is visible or evident; and "implicit" is what is not visible, but that we can deduce out of the context. Encourage children to think of some examples. Afterwards, motivate them to read the instructions for task a and to perform them accordingly.

Wrap up

The following activity encourages communication. You can adapt it.

Self Esteem. You should invite students to the playground and invite them to sit around you and talk about sensitive aspects shown in the manga strip they have just read. Explain to the students that "*self esteem*" is knowing what you're good at. Add that it is the value you provide to your own person while interacting with others. Contrast this word with "*arrogance*", which typically involves believing you are better in a particular area than how you are, and "*low self-esteem*", which involves believing you're less valuable than you think. Draw students' attention to the manga strip in Activity 4 and ask your pupils/students to tell you who has low-self-esteem and why do they think so.

Student's Book, p. 144

Lead in

- b) Look at the manga strip carefully and mark (✓) the elements you find.

You may motivate students to look at the manga strip carefully and describe the elements they find. Next, have them mark each one (tickle). Ask students to check their work with a classmate.

Answers:

Cartoon picture boxes, Caption boxes, Speech bubbles, Thought bubbles.

Practice Link

- c) Read the manga text again and order the acts below. Use numbers from 1 to 3.

Act _____ : He ask students to continue drawing from where the professor left off.
Act _____ : A girl feels insecure because she doesn't understand the professor's drawings. In the end, she realizes that the young man doesn't understand either.
Act _____ : A young man asks students to finish drawing some comics a professor drew years before.

You might ask students to tell you what the manga is about. Then, read the instructions and make sure all of the students understand what to do. Encourage them to perform the task.

Answers:

2, 3, 1.

- d) Read and discuss: What is the meaning of the words: relief and confidence? What words in Japanese do you find in the manga strip? What can you infer they mean?

An option: Encourage students to infer the meaning of the words: "Relief" and "confidence". If they do not know, have them looked up in a dictionary. Then, ask students to read the instructions for task **d** and to perform them accordingly.

Checking Link



5. Read the text below and look for information about the Japanese culture on the internet or in an encyclopedia. Is there any relationship between the Japanese culture and the text? Discuss it with a partner.

Before students perform the activity, you can have them look at the title of the reading passage and identify the letters in Japanese. Allow the students to infer what do they think they mean. Then, read the text along with the students. Stop after each paragraph so you can ask questions to check their comprehension. Clarify any doubts students may have. After that, have students read the section about Tezuka's influence nowadays. Tell learners that we usually find bullets before important information that the author of a text wants to highlight. Finally, ask students to read the instructions for activity and encourage them to perform each one carefully. Monitor students' work and assist them when necessary.



6. Make groups of four students. Read the text in Activity 5 again and discuss: What do you think of manga? What of anime? What can you say about Osamu Tezuka's work? What do you know about the Japanese culture? Are manga and anime related to the Japanese culture? In what ways? Then, look at the manga strip from Activity 4 and discuss: Is it related to the Japanese culture? In which ways?

You should have students read the text again. Encourage them to underline the verbs. Finally, invite them to write a sentence per each verb they find.

Wrap up

The following activity might be useful:

Tic-Tac-Toe. You should prepare 10 sentences on paper slips using the verbs in past tense from the Unit. Number the paper slips on their backside. Then, draw a tic-tac-toe grid on the board and tape the paper slips on the grid (one for each space). After that, organize the class in two teams. Explain that in order to score a nut (O) or a cross (X) they need to choose a number. You will read the sentence aloud and the team in turn will have to mention the verb and the transform it to interrogative and negative forms. The winner is the team which scores a horizontal, vertical or diagonal line.

Check Back

This section is part of the evaluation proposal of **English Links 1**. It is very important that you consider these elements when working with it:

- Organize the class in small groups of three students. Have them look at the pages of the four Lessons in this Unit. Encourage them to take notes of those elements they found difficult and to identify the doubts they may have. Then, invite each group to talk about their doubts and clarify them with examples on the board.
- Ask students to identify the two pages for the Check Back of this Unit. Work with the activities of one page at a time. Read the instructions for each activity along with the group and invite them to follow them. They will have to accomplish some of them in pairs, so monitor their work to organize them when required. They will also have to listen to a track in some cases to fill out a chart or a written activity. Be aware of the recordings.
- As the Check Back is an evaluation activity, it is important that students work with these written tasks independently. You should monitor their work, but not correct their performance or give extra help to complete the tasks.
- Once students finish completing all the activities, correct their work. Circle their mistakes and ask them to correct each one. Then, give a mark for their performance, according to the number of mistakes they had.

Track 37

My favorite festivity is Halloween. It is the scariest night of the year, indeed! I always expect October 31st to decorate my house with pumpkins, skeletons and ghosts. I also spend long hours making a new scary fancy dress each year. There are great parties with

Halloween cookies, nice drinks, music and sometimes scary films. But what I enjoy most is making my Jack-o-lantern every year. It is a carved pumpkin that I carry while asking for trick or treat in my neighborhood; these lanterns are part of the Irish Halloween tradition. I just love Halloween!

Answers:

Activity 1.

- a) 4 / A guy standing next to a fridge full of food / A mom and her son / At their kitchen / The ongoing conversation about a mother that doesn't want to cook at her son's disposal / In spite of having a full fridge, the mother doesn't feel obligated to act as her son would like. / The mother doesn't want to cook and tries to make her son aware of that.
- b) Cartoon picture boxes, caption bubbles, speech bubbles.
- c) 3, 2, 1

Activity 2.

Answers may vary.

Activity 3.

Answers may vary.

Activity 4

Answers may vary.

Activity 7.

- a) A / b) A / c) A / d) D / e) A.

Activity 8.

1. I think that celebrating festivities is important for children.
2. Dr. Miller says that obesity is a complex problem.
3. I agree that fast food can be healthy.
4. I don't think that celebrating festivities is a problem.
5. I am not quite sure about Dr. Miller's opinion.

Remember to make and distribute copies of the Self Evaluation and, Group Work Evaluation sheets from the printable section. They should work out their sheets and you may talk to each one about them

Product Link

The Product is the most important element in the proposal of *English Links 1*. It both determines and organizes the Achievements and Teaching Guidelines of each Unit. Students are exposed to different tasks in which they have plenty of opportunity to work with the social practices of the language in order to build the necessary tools to accomplish the Product at the end of the Unit. Therefore, it is important to consider the

following elements while working with the Product in the case of each Unit.

- a) Motivate students to read the Product page at the beginning of each Unit, so they will know what they are expected to do. Help them understand which tasks throughout the Lessons are useful elements for the Product.
- b) At the end of Lesson, have students read the Product page again, emphasizing on the "Materials" section. Encourage them to get the necessary items to work out the tasks indicated on the Product page.
- c) Read the instructions for the tasks indicated on the Product page. Ask students to work out with each one. Tasks may require individual, pair or small groups work. Check every task students perform so they can gather them to obtain a final result.
- d) All tasks include a "show and tell" part, so motivate students to get the necessary material and have the proper rehearsing sessions to present their work to the class or to guests they might invite.
- e) At the end of the "show and tell" session, have a reflection moment with the students. Ask for their performance as a group and for their individual work as well. Along with the students, think about the things you can improve for the following "show and tell" session.

Games Bank

You can use or adapt these activities to break the ice or call student' attention, when necessary:

I Went to the Market. Organize the class in a circle. This circle game begins with the simple statement, "*I went to market and bought some apples*". The second student adds a noun: "*I went to the market and bought some apples and a bag of flour*". The third adds another, and so on. By the end of the circle, students will be required to have memorized a large number of nouns. Remind students to be careful with measures.

Find someone who...likes this kind of food. Draw a grid on the board (see chart below) and ask students to copy it on their notebooks. When students have finished, invite them to stand up and ask the questions to their classmates and keep record of their peers' names. Model the question basing on the example; name a student for him/her to answer. When time is over, ask for volunteers to report their findings.

Example: Do you like Pizza? Yes, I do.

Do you like...?

Name

Fruits and vegetables



<i>Do you like...?</i>	<i>Name</i>
<i>Chicken</i>	
<i>Hamburgers</i>	
<i>Fish</i>	
<i>Rice</i>	
<i>Milk</i>	
<i>Tortillas</i>	
<i>Pizza</i>	

Ordinal numbers. Copy this chart on the board:

1 st	four
2 nd	seven
3 rd	five
4 th	three
5 th	eight
6 th	ten
7 th	nine
8 th	two
9 th	one
10 th	six

Ask students to identify the ordinal (1st) and the cardinal (4) numbers. Have them say each one. Emphasize on the pronunciation of ordinal numbers, specially these ending with */th/*. Ask students to put out their tongue and bite it to pronounce this ending sound. Afterwards, have them copy the chart in their notebooks and to match the numbers accordingly. Finally, have them write the ordinal numbers as follows: 1st - first, 2nd - second, etc.

Split Sentences. Select some sentences from Track 36. Type out enough sentences for everyone in the class;

then cut each of them in half. Distribute the first part of the sentences to one half of the class, and the second to the other half. Then, the students must walk around and try to find the student with the sentence fragment that completes their sentence. When they think they've found each other, they return to the teacher to check whether or not they are correct. **Word contest.** Prepare four lists made up of ten words each. Include verbs, adjectives and nouns you have been working with throughout the Unit. Organize the class into four teams. Distribute the board into four columns. Each team must select a captain. He or she stands at the front, facing the team, who are in line in front of their captain. Give each captain a list of words. There must be words for each member of the team. Say: *Go!* The captains read the first word in the list. The first student in the line runs to the board, writes the word and goes to the end of the line. The captains will cannot help or correct. Continue the procedure until the teams finish writing their words. The team with less spelling mistakes wins the game.

Teaching Tips

- When listening to get information, one should pay attention to the voice tone people use; especially if we are in a telephone conversation, since the speaker cannot make use of eye contact. Help your students pay special attention to these details, so as to have a better understanding of a telephone conversation.
- Teach students to underline key words in the questions like content words and substitution ones. They should use these to locate both specific information and links between ideas to work on.
- Take the opportunity to talk to students about the importance of working out and eating healthily; especially in these hectic days, when people are so busy at work and have so little time to do exercise and prepare home-made food.



Unit 9 • Getting Information

Lesson 1. Language Diversity

Student's Book, p. 150

Lead in



1. Look at the map, read the languages below it and complete the following tasks.

- Can you identify the continents on the map? What are their names?
- Can you identify countries in each continent? Which ones?
- Have you heard about the following languages? How do you name them in Spanish?
- What is the difference between Chinese, Japanese and Mandarin?
- Where are the languages above spoken? Use an encyclopedia or the internet, if necessary.

You are suggested to invite students to look at the map on the page and to identify the continents. Invite students to name them in English and have volunteers name countries in each one. It is important that they identify if each country is a big or a small one; then, you may ask what language people speak in each country they can identify and list them on the board. Motivate students to say words in any of the languages, in case they might know and encourage them to find words in the languages of their preferences at home; ask them to use the internet or an encyclopedia.

As an alternative: Organize students in pairs and motivate them to read and answer the questions above. Give them information as necessary and encourage them to find what they need on the internet or in an encyclopedia. It is important that students understand question d) adequately and answer it as well.

Answers:

- America (s), Europe, Africa, Asia, Oceania.
- Answers may vary. see box below.
- Mandarin and Chinese are used interchangeably. Chinese refers to a common language spoken in China, Mandarin is a form of Chinese language. Japanese is the language spoken in Japan.
- Answers may vary.

Practice Link



- Look at the flags and match them with their corresponding countries. After that, say in which continent each country is and what language people speak in it.

As an alternative: You may invite students to read the instruction of the activity and look at the flags below it. Have them identify each one: *England, Canada, Spain, China, United States, Australia*. After that, have students describe the flags and match the names of the countries on the right hand side with the illustrations.

Checking Link

You can invite students to look at the map on the page and to identify the continents again. Then, have them identify the countries in which English is spoken; it is important to ask them color these countries with black. You may indicate students how one can get information from maps: Have volunteers locate continents, oceans and countries where English is spoken. At the end, encourage them to find where the languages in the box are spoken and to mark them with different color pencils or markers.

Wrap up

The following activity might be useful.

Statues. You will need paper, markers and tape for this activity. Have students write names of languages they have learned on small pieces of paper. Then, motivate them to stand up in pairs facing each other. One should be "the statue" while the other tapes the small pieces of paper on his / her body. You call out: *Head / eyebrows / shoulders / neck / knees / wrist, etc.*, and the student that taped the piece of paper takes the one you called out from that part of the statue's body. "The statue" will say a sentence with the language. For example: *Hindi is spoken in India. India is in Asia*. Then, change roles.

Student's Book, p. 151

Lead in



- Look at the text and identify the elements with the arrows. Then, find the underlined words and look for their meaning in a bilingual dictionary. Finally, answer the questions below the text.



You can draw students' attention to Activity 3. Ask them to look at the text in detail. Have them identify each part: the internet format, the heading, the author's name, the index and the glossary. You may encourage students to describe each part and to help them when necessary. It is sometimes useful to show them other examples, so they can generalize the information they are learning; a text from another subject they are using might be helpful for this purpose. At the end, work with the glossary section in detail, so they can understand the terms accordingly.

Practice Link

Afterwards, invite the class to read the questions below the text along with you. Organize students in pairs and motivate them to answer the questions accordingly. First, be sure that they understand the content of the academic text and why it is called so; then, you may ask volunteers to name the parts of the text as indicated by the arrows. Finally, it is very important that students understand where to get information from, that's to say, to identify the sources they may use in case of need.

- a) How many people speak English in the countries with a majority of English native speakers? Where are these countries?
- b) How many countries does the text mention?
- c) Do you know what the difference between American English and British English is? Ask your teacher to help you answer this question.

Answers:

- a) 379.9 million people. These countries are in America, Europe and Oceania.
- b) 20 countries.
- c) Answers may vary.

Checking Link



4. **Work in pairs. Use a separate piece of paper and answer these questions. Where can we find information about countries and continents? Where can we find information about languages spoken in different countries? Where can we find information about languages?**



As an alternative: Motivate students to work in pairs. Have them read the instruction for the activity and answer the questions orally first. Remind them that one can get information from different sources; have them give examples and write the sources on the board. It is important that they get to know where to get information from, so they can have the elements they might need. Then, you can distribute separate pieces of paper, so they can answer the questions accordingly. Help them when necessary.

Wrap up

The following activity encourages communication. You can adapt it.

Girl and Robot. Write the title: *Girl and Robot* on the board. Then, ask students to tell you what they think this is about. Brainstorm some ideas from students. Then, play the video from: <http://bit.ly/2BksDQY>. Let students watch the four-minute video. Next, organize the class into pairs and ask your students to answer the following questions from the board.

1. What is the source of this video? What type of audience is it for?
2. What type of information does it include? Is it academic or ludic? Why?
3. What is the video about? Does it show any values? Which ones?

Encourage students to talk about the video. Discuss as a class.

NOTE: You can mute the video just for students to be able to watch the story and be able to talk about it.

Student's Book, p. 153

Lead in

Remember Section: Linguistic diversity refers to the fact that people around the world use many different languages to communicate with others.

As a suggestion: Invite students to look at the Remember Section and read the information along with them. Afterwards, invite some volunteers to look for the meaning of the phrase: Linguistic diversity in a bilingual dictionary and have them compare the dictionary's definition with the one in their Book. It is important to have the say some examples.





5. **Brainstorm ideas that may help you define which aspects of linguistic diversity are of interest to you. Then, read the ideas below; choose two of your interest and make a list of questions that you may have around each one.**

You can write the title: Linguistic Diversity on the board and have students say what they know about it. Then, you may ask them to read the instructions for Activity 5. Work with each one at a time. First, read the ideas in the rectangles and indicate them to say what they understand in each case. Give students some information about each rectangle and invite them to add what they may know. Then, ask them to identify if they would like to choose any of these topics to work with their oral presentation or not. It is important to encourage students to identify where they can get information about the topics from.

Practice Link



6. **Look at the dialog and read it with your partner. Then, complete the tasks below.**

- Who is Jim talking to? Where do you think this girl is from? Why do you think so?
- What languages do people speak in India? Do you think Jim and the girl are in India? Where do you think they are?
- Do teenagers in the United States speak English as they do in India? Why do you think so?
- Which aspects of language diversity is Jim interested on? What about the girl?

Have students identify the characters of the dialog first. You may introduce Meru, an Indian girl from Jim's class. It is important to encourage students say who they think this Indian girl might be before you give them the actual information. Then, organize the class in pairs so they can read the dialog taking turns. It is very important to help students identify what the characters are talking about before asking them to work with the questions. They should identify that both characters are looking for a topic from the ones they have been working with for an oral presentation they are expected to do in class. Finally, have them read and answer the questions below the dialog. Circulate among the pairs, so you can help students when necessary.

Checking Link



7. **Work in groups of four students. Read the from Activity 3. Choose a topic from Activity 5 to work with for the oral presentation in the Product Link at the end of the Unit. Think of questions on what you want to know and use a separate piece of paper to write them down. Look at the text from Activity 3 and ask your teacher where you may find the information you need.**



As an alternative: Encourage students to read the instructions for the activity and to work with each one at a time. Organize students in groups of four first. They should remember what they did in Activity 5 and what they learned through that sequence, so they can identify if they want to choose a topic from the ones they reviewed or if they prefer to look for another one. If they choose any of those topics, they will have to start building questions they might want to answer, so it is important that they identify where they can get information from. Have students read the observe and read the text from Activity 3 so they know what type of information they should look for.

Wrap up

The following activity might be useful.

Reflection Activity. Invite students to read the text from Activity 3 again. Write on the board the terms: *Heading, Introduction, Body and Conclusion*. Organize students in groups of five students and have them say what the article is about. Motivate them to describe the terms above in the case of the academic article. Then, ask students to tell you the importance of these elements in an article. At the end, distribute separate pieces of paper and ask each group to write a short paragraph that describes what the article is about. Have them exchange papers so they can correct each other's work.

Lesson 2. Reading Information

Student's Book, p. 153

Lead in



1. **Read the text below and circle the correct alternative. Then, discuss with your partner:**



As an alternative: You can invite students to read the instruction for the activity. First, have them identify the text and say that it is a piece of off a textbook page; it is important that they distinguish it comes from a textbook because of the information at the bottom. Next, invite students to read it in pairs and to identify the topic. Ask: *What is the text about? What type of linguistic diversities does it refer to?* Be aware that they understand the grammar difference between the use of "have got" and "have" Write other examples on the board, so they can generalize what they understood. Afterwards, you may ask them to read the sentence below the instruction and to answer it accordingly. Finally, invite students to look at the word in the glossary icon: *Gadgets*. Read its meaning along with the group and you may have the say examples of gadgets they are familiar with and name the ones use as well.

Practice Link

Once students have read the text, organize them in pairs so they can read the questions and answer them accordingly. You may ask them to read the text again first and then, to answer each question. Circulate among the pairs so you can clarify doubts students may have and comment details about their answers.

- What is a grammar difference between British and American English mentioned in the text? Can you mention another one?
- Can you mention differences in pronunciation between British and American English? Where can you find some examples?
- Can you think of linguistic differences between teenagers and old people? Where can you find some examples?

Answers:

- The difference between "have got" in British English and "have in American English.
- Answers may vary.
- Answers may vary.

Checking Link



2. Look at the dialog. Read it in pairs and discuss: Did Meru find a topic for her oral presentation? What about you? Did you find yours?



Have students identify the characters of the dialog first. Remind students that Meru is an Indian girl from Jim's class. Then, organize the class in pairs so they can read the dialog taking turns. It is very important to help students identify what the characters are talking about before asking them to work with the questions. They should identify that Meru found a topic from the ones they have been working with for an oral presentation they are expected to do in class. Afterwards, have them read and answer the questions from the instruction sentence. Circulate among the pairs, so you can help students when necessary. Finally, as the class if they already have the topic for their oral presentation. If so, invite them to share it with the rest of the group.

Wrap up

The following activity might help students reflect on how to make sentences.

Dictation. Prepare a list of 10 sentences using the information presented in the three articles students have read. Distribute separate pieces of paper and ask students to take dictation. Read the sentences aloud so they can write each one of them. Afterwards, organize the group in pairs and ask them to correct each other's work; they should only underline mistakes, so the writer will only correct his / her mistakes.

Student's Book, p. 154

Lead in



3. Read the article below and find the meaning of the underlined words in a bilingual dictionary.



As a possibility: Write the title of the article in disorder: *activities online and Teens' gadgets*. Encourage students to put the title in order. Next, ask students to tell you what they imagine the next text that they are about to read is about. Brainstorm some ideas from students and write them down on the board. Focus students' attention on Lesson 1. Activity 1. Ask students to read the text. Then, go back to students' predictions and ask them to tell you which predictions were mentioned in the text. Finally, ask students to find the meaning of the underlined words in their dictionaries.

Answers:

Whole-Zen general / behaviours - comportamientos / engage - involucrarse / seeking - búsqueda / gathering - acumular.



Practice Link

As a suggestion: Invite students to read the article on page 168 again. Have them analyze it deeply. First, motivate them to look at the general information section about it. Ask for the date, the name of the journal or scientific magazine that published it, the names of the authors, and the title of the article. Help students identify that this article may come from a social science or psychology journal. Then, have them identify the three sections it includes. Instruct them to read each one and say what it is about. Then, motivate students to work with the percentages chart. Ask the class where do they think these data comes from. Tell students that it is the result of the survey the authors worked out with different persons. Afterwards, invite students to read the article as a whole and ask for specific comprehension questions. Finally, motivate students to write down some notes regarding the article, emphasizing on the information included in each section.

Checking Link

You might like to motivate students in learning about more about *gadgets*. Play the video about Wonder Cube: <http://bit.ly/2ByQHli>
Then, you can ask students what the Wonder Cube, uses are. Invite your pupils to tell you if they found this gadget interesting or if they have heard of other gadgets which make people's life easier.

Wrap up

The following activity encourages communication. You can adapt it.

Gadgets. Write the following words on the board at random: *Mouse, keyboard, TV, iPod, CD burner, answering machine, Laptop, headphones, DVD player, remote control, webcam.* Organize the class into pairs. Students will have to take turns while doing this activity. Have your learners choose a word from the board and invite them to mention the use for the gadget. The student who is listening to the description has to guess which the gadget is it. Encourage students to keep a record of their points for each correct guess.

Student's Book, p. 155

Lead in



4. Read the article on the opposite page again and work on the following tasks:

As a possibility: Draw students' attention to the previous class article they read: *Teens' online activities and gadgets*. Invite students to tell you what the article was about. Brainstorm ideas from students. Then, write the following questions on paper slips and fold them:

- Is the article serious or not? How do you know?
- Is the article's information based on investigation or personal experiences?
- Is this an informative article or not? How do you know?

You can organize the class into three teams. Ask a volunteer from each team to draw a folded slip of paper from your hand. It is important to encourage students to discuss the question they were given, based on the article: *Teens' online activities and gadgets*. When students have finished, have them discuss their answers with the other teams. Check the answers together. After the class discussion, draw students' attention to Activity 5 and have them read the instructions. Encourage them to work with task and have students tick (✓) the elements from the article. Check the activity collectively. Encourage students to justify their answers.

Answers:

This is a serious informative research paper because it is based on a serious investigation.

Answers:

Name of Magazine or Journal ✓	Main body ✓
Date of the article ✓	Conclusion ✓
Title of the article ✓	Data evidence ✓
Name of the authors ✓	Evidence source ✓

Practice Link

b) Complete the chart with the corresponding percentages (%).

As an option: Draw students' attention to the chart in Activity 5 b and read the kind of information required. Make sure students understand what they are expected to answer. Later, have students re-read the text so as to look for specific information. Draw the chart on the board and invite volunteers to write the answers. Ask students to analyze the information from the chart and tell you what they observe.

Answers:

Places where teens use the Internet

PLACES	2000	2006
At school	64 %	75 %
At home	93 %	93 %
At someone else's house	64 %	70 %
At the library	36 %	50 %

- c) Find these parts of the article and answer.

You can write on the board the following headings: *Heading, Introduction, Body, and Conclusion.*

It is important to brainstorm from the pupils what the meaning of each element means when referring to a text. Then, you should refer students to task c.

Ask them to find the parts of the article. Explain to the students that in order to find the parts of the article they need to answer the questions from task c. Read the questions and make sure students understand them. Check the activity as a class.

Answers:

Heading: What's the name of the Journal that publishes the article? TEENS AND SOCIAL MEDIA. What's the title of the article? *Teens' online activities and gadgets.* How many authors wrote the article? 4.

Introduction: When did the authors make the first survey? In 2000.
When the second? 2004.
What were the results of the survey in 2006? Online teens at school 75 %, at home 93 %, at someone else's house 70 %, at the library 50 %.

Body: Why did the authors say that teens were active offline? Because there are teens dedicating their time to doing other types of activities.
What kind of activities did teens do around social networks, content creation?, information seeking, and communication? Which evidence supports the article's statements? Percentages.

Conclusion: What is the authors' conclusion?
The two most popular Internet activities among teens in the most recent Pew Internet Teens and Parents Survey have to do with information gathering rather than communicating.

Checking Link



- d) Use a separate piece of paper. Write a summary of the article with the answers from the previous activity. Compare your summary with that of a partner's. Then, ask and answer questions about the article and the summary with that partner.



As a suggestion: Focus students' attention to activity 5 d. Ask a volunteer to read the instructions. Then, encourage learners to write a summary of the text by connecting the answers and using linkers. Elicit from students what linkers are; write them down on the board so as to help young pupils remember. Check students' work and ask them to include the summary in their portfolios.

Wrap up

The following activity might be useful:

Reflection Activity. Define and rephrase terms: *Heading, Introduction, Body, and Conclusion.* Organize students in five student groups and have them remember what the article they read in this lesson was about. Have them describe the terms above in the case of the article. Then, ask students to tell you the importance of these elements in an article. Motivate them to tell you why evidence is important when writing an informative or academic article.

Lesson 3. A Radio Show

Student's Book, p. 156

Lead in



1. Use your dictionary and ask your partner to time how long it takes you to find each of the following words, write their meaning as well.

It is important to organize the class into pairs. Then, focus students' attention on Activity 1. Read the instructions aloud. Make sure all of the students understand what they are required to do. Invite them to write down the meaning of the words next to the corresponding space. Explain to the students that writing the meaning of the words is **not** part of the timing they will be registering.

Practice Link



2. Listen and complete the missing information.

Track 38

Name of the radio show _____
Name of the radio show conductor: _____
Name of the host: _____
Name of tonight's show: _____
Name of a book they mention: _____

You can prepare printed images from the Internet for these words and pre-teach them: *werewolves*, *vampires*, *zombies*, *digging up*, *secrets*, *undead creatures*. Show the images to the class. Have them describe each one and then, have students say the words chorally and individually. Organize the class into three groups. Then, assign a topic to each team: *werewolves*, *vampires*, *zombies*. Have students discuss the questions: *What do these creatures do or eat?*, *How can they be destroyed?*, *Where do they come from?* Next, hold a class discussion about the topic.

Later on, you should draw students' attention to Activity 2 and tell students that they are going to listen to two radio presenters talking about the same topic: *werewolves*, *vampires*, *zombies*.

You can play Track 38 for the first time. Motivate students to identify the characters involved, the type of program it is and the topic of said program. Play the recording again and ask for specific information. Afterwards, have students complete the information from Activity 2. Pause the tape from time to time so as to allow students to write down their. Check them collectively.

Answers:

Teen Talk Radio Show./Lucy Vanhill./Chris Mallow./Digging up Secrets about Vampires and Zombies/the Twilight.

Track 38

Lucy: Hi! Welcome to TTR, Teen Talk Radio Show, where teens discuss teen issues. I'm Lucy Vanhill here with fabulous host Chris Mallow.

CHRIS: Hey guys. Thanks for joining us for the show!

LUCY: Last week we talked about werewolves, but this program is a little bloodier. Tonight's show is called "Digging up Secrets about Vampires and Zombies". We'll get you the complete scoop on these undead creatures. Chris has done a little investigating, right Chris?

CHRIS: You bet!

LUCY: He will tell us the dark legends and stories about vampires and zombies. Chris will also answer questions like: How do vampires and zombies exist?

CHRIS: What do these creatures do or eat?

LUCY: Where do vampires and zombies come from?

CHRIS: How can they be destroyed?

LUCY: And more! We will even have a few teen callers from around the area to tell us teen opinions on the subject. Call 1-800-595-6969 to tell us what you think about vampires and zombies. Or you can join the conversation through our Facebook page Teen Talk or on Twitter #teentalk812.

CHRIS: Plus, the timing is perfect for the upcoming Halloween season!

LUCY: Yeah, but the undead have been the talk of the summer because of all of the movies, books and shows coming out. There's The Walking Dead, Warm Bodies, and World War Z. Did you see any of the movies Chris?

CHRIS: I saw World War Z and Brad Pitt did a great job! The movie was epic! I liked it a lot better than the Twilight movies.

LUCY: Well, I think the Twilight books are better than the movies. In the movie, it seems so cool to be a vampire! They are really strong and...

CHRIS: Ooo! Spoiler Alert! Let's not get ahead of the show.

LUCY: Oh, right! Okay listeners, stay tuned for our program coming on next called "Digging up Secrets about Vampires and Zombies." We'll tell you all you need to know about the dark legends and creepy facts.

CHRIS: Or more importantly, how to survive a zombie apocalypse.

LUCY: Definitely. We'll begin right after these messages.

Random announcer: The local Monster Bash Studio is offering dancing classes for ages 12-16. At the studio, even clumsy dancers can learn to swing and sway! For more information, visit the open house session this Thursday. The first class is free, so bring a friend! Call 1-800-456-6543 to sign up or visit their website at www.mbash.com. Now back to the show!

Checking Link

3. Listen to Track 44 and number the questions as you hear them. Listen again to check your sequence.



- _____ How can somebody destroy vampires or zombies in case of an attack?
- _____ What do these creatures do or eat?
- _____ How do vampires and zombies exist?
- _____ Where do vampires and zombies come from?

You may ask students to tell you what the listening was about. What kind of information is given in the radio program? Later, draw students' attention to Activity 3 and tell them that they are going to listen to two radio programs again and that they have to put the questions asked during the program in order.

As an option: Play Track 38 again. Have students put the information in order. Pause the tape from time to time so as to allow students to write down their answers. Check answers as a class.

Answers:

4, 2, 1, 3.



4. Read and perform the following tasks:



- a) Answer: Who is the radio program for? How do you know? What type of language do the conductor and the radio host use? Would the language be different if the program were for adults? Do vampires and zombies exist in other cultures?
- b) Read the dialog and say what you know about vampires, zombies and other creatures in other cultures.
- c) Look for information about vampires and zombies in the Indian tradition. Use the internet or an encyclopedia. Share your information with other pairs.

Wrap up

The following activity might be useful:

Statues. Have children stand in pairs facing each other. One should be "the statue" while the other touches the parts of the body that you call out: *Head/eyebrows/shoulders/neck/knees/wrist/toes*. Then, have students change roles. Next, invite children to

the playground. They will run around and when you say: *Stop!* they will find their partner, stand in front of him/her, and touch the body parts you call out in their own bodies.

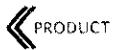
NOTE: You should make students aware of what they can do to develop their listening skills. Suggest spending some time listening to the radio. Remind students that there are online radio stations which they can hear as well. Explain to students that watching TV and movies without reading the subtitles is another good option for developing their listening skills.

Student's Book, p. 157

Lead in



5. Listen to the radio show again (Track 38) and choose the correct option to complete the sentences about the announcement.



An alternative: Explain to students that now they they'll be hearing the second part of the radio program in which July and Chris were talking about monsters. Then, ask students to tell you how much they remember from the radio program they heard the class before. Elicit ideas. Then, you can have students listen to Track 38 again and encourage learners to write down five questions about it. Organize the group in pairs and have them ask and answer the questions they just wrote. Afterwards, have your pupils read the instructions for Activity 6 and to perform them. Encourage students to read the questions before playing the tape again. Then, play the recording and have them choose the correct option to complete the information about the announcement. Check the activity as a class.

Answers:

a. 1, b. 2, c. 3, d. 1.

Practice Link



6. Discuss the following questions. Then, unscramble the words.

- What do you know about zombies? Where have you seen them?
- What do you think about zombies? Are you afraid of them why?

You can organize the class in pairs and ask students to answer the questions from Activity 7. Then, encourage them to unscramble the words related to zombies. Monitor their work and assist them when necessary. Then, check students' work as a class.

Answers:

dead, live, blood, monster, brain, memories



7. Listen and tick (✓) next to the sounds you hear behind the dialog.

Track 39

As an alternative: Explain to the students that when we listen to conversations, there are always background noises that we also perceive; you can tell students that in Activity 8 they will have to identify some of those noises. Read the noises students are required to identify. Make sure students understand the meaning of them. Play Track 39 and encourage students to tick (✓) the noises they hear.

Track 39

LUCY: Finally! Are zombies living or dead? I don't understand.

CHRIS: Well, zombies are technically dead, but still move around. Old stories from Haiti say that witch doctors used magic to bring people back to life. So zombies are dead people who live again. Except now, the zombies are kind of half dead.

LUCY: Oh. Now I see why zombies look horrible and are covered in blood and cuts. So gross!

CHRIS: Stories today say that zombies are people who have a virus that makes them dead monsters.

LUCY: Monsters?

CHRIS: Well, zombies have no working brain, so no thoughts or memories. Zombies move really slow and eat people, especially their brains.

LUCY: Ew! Monsters.

CHRIS: Yeah pretty disgusting.

LUCY: Okay that's totally enough for now. We'll take a short break and then tell you how to survive a zombie apocalypse. Stay tuned to Teen Talk! Have any questions for our host expert Chris? Follow our Twitter: #teentonight. You can also comment on our Facebook page or give us a call at 543-1212.

8. Listen to the radio show again (Track 39) and complete the sentences about the zombies.



- a) Zombies are technically dead, but still.
- b) Zombies are dead people who.
- c) Zombies are kind of.
- d) Zombies look horrible because they are covered with.
- e) Zombies are people who have a virus that makes them.
- f) Zombies have no working brains, thoughts or.
- g) Zombies move really slow and eat people, especially.

Before students work with the activity, you can write these words on the board: *technically dead, witch doctor, so gross!, virus, thoughts*. Have students read and spell each one out. Next, motivate students to say what they remember from the second part of the radio program, Track 39. Then, tell students that they will have to listen to the radio conversation again to get specific information related to zombies. Read the sentences aloud and make sure students understand. Play Track 45 twice. Check activity as a class.

Answers:

- a. Move around, b. live again, c. half dead, d. in blood and cuts, e. dead monsters, f. memories, g. their brains.

Checking Link



9. Make groups of four students. Talk about zombies using the information you have learned throughout the lesson. Then, give a minute to each member of the group so he/she can talk about zombies. At the end, talk about your experience: Is it difficult to talk for and audience? Why? not?



You may organize the class into groups of four. Explain to students that they will have to talk about zombies for a minute. Encourage students to write some notes to get them prepared for the minute talk. Motivate them to write main ideas first, the specific ones. Help students when necessary. Finally, invite groups to go to the front of the class and give their presentation. You can encourage students to vote for the best presentation.

Wrap up

The following activity might be useful:

Word Searchers. As a class project, encourage students to create a word searcher. Organize the class in groups of three students. First, ask them to choose a creature or monster. Second, have them write a list of adjectives that describe him/her. Third, motivate students to include in their lists some key words that would help one identify the creature or monster. Then, motivate them to create their word searcher as the one in the Getting Ready activity. As soon as they have finished creating their word searcher, invite students to swap their word searcher with another group. Allow them to look for the words and then, guess what kind of creature the words describe. Finally, allow students to talk about their creatures.

Student's Book, p. 158

Lead in



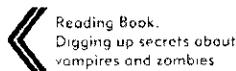
10. Read the adjectives in the box. Order them alphabetically in your notebook. Identify cognates and say the meaning of each word. Use a bilingual dictionary, if necessary.

As an alternative: Organize the class into pairs. Ask students to tell you how words should be put into alphabetical order. You may give some minutes to students for them to be able to remember. Brainstorm ideas. Then, draw students' attention to Activity 11 and have learners organize the words in alphabetical order. Encourage students to compare their answers with other pairs.

Answers:

ancient, bizarre, cool, creepy, dangerous, fierce, mysterious, old-fashioned, odd, repulsive, scary, weird.

Practice Link



11. Read pages 155 to 127 in pairs and perform the following tasks.

- Read and answer: What did you learn about zombies? Are they real? What do they do? How can someone kill them in case of an attack? Why are they famous? What do you think about them? What about vampires?
- Use a bilingual dictionary to find the meaning of the words you do not know.
- Take turns to read the text pages with a partner aloud.

- Use your notebook to write ten questions about the text you read. Afterwards ask another pair to answer your questions orally.
- Underline the adjectives in the story. Next, use them to come up with sentences that describe zombies, vampires, and monsters.
- Look at the pictures in the story and describe them.
- Use a separate piece of paper. Write notes about: The Radio Show. Ask your teacher to help you correct your notes.

You should tell students that they are going to learn more about zombies in the TTR program. Then, ask students to tell you how much they remember from the TTR program with Lucy and Chris. Brainstorm answers. Then, write on the board the title of the reading text they have been working with: *Digging up Secrets about Vampires and Zombies!*

Checking Link

It is a good idea to invite students to work with their **Reading Book**. Before reading the text, encourage students to predict what the text is going to be about. Write students' answers on the board and explain them that once they have finished reading, you will check (tick) if those prediction(s) were correct or not. Read the tasks along with the students and encourage them to work with each one, accordingly. Verify students' work after they work with each task.

Wrap up

The following activity might help students reflect on how to make sentences:

Dictation. Prepare a list of 10 sentences using the information presented in the two parts of the radio program. Distribute separate pieces of paper and ask students to take dictation. Read the sentences aloud so they can write each one of them. Afterwards, organize the group in pairs and ask them to correct each other's work; they should only underline mistakes, so the writer will only correct his/her mistakes.

Lesson 4. About Vampires

Student's Book, p. 159

Lead in



1. Answer the following questions; then, read the text about vampires aloud.

Before students work with the activity, you can pre-teach: *charismatic, undead, drinking blood, wooden stick, sunlight, garlic, hypnotize*. Write these words on the board. Tell students to read and spell each one. Have them mime or say the meaning of each one and motivate volunteers to make up sentences with them.

You should focus students' attention on Activity 1. Organize the class in pairs. Read the questions aloud and make sure students understand them. Then, you can have students discuss them. Elicit answers from the students. Monitor the activity and assist students when necessary.

Practice Link

2. Read the sentences and circle T for true sentences and F for false ones.

- | | | |
|---|---|---|
| 1. Vampires are undead, charismatic killers. | T | F |
| 2. Vampires can't go out in to the sunlight. | T | F |
| 3. You can only kill a vampire with wooden stake through the heart. | T | F |
| 4. Vampires must drink blood or they will die. | T | F |
| 5. Vampires mustn't eat garlic or mushrooms. | T | F |
| 6. Vampires never grow old. | T | F |
| 7. Some vampires can read your mind and even fly. | T | F |
| 8. Vampires usually repulse us. | T | F |

An option: Explain to students that they are going to read information about *vampires* and that they will have to decide whether the statements they are going to read are *True* or *False*. Read the statements aloud and make sure students understand them. Then, have students read the text and answer. Encourage students to justify their answers.

Answers:

1 - T, 2 - T, 3 - T, 4 - T, 5 - F, 6 - T, 7 - T.

Checking Link

Dictation. You can prepare a list of 10 sentences using the information presented in the two parts of the radio program. Distribute separate pieces of paper and ask students to take dictation. Read the sentences aloud so they can write each one of them. Afterwards, organize the group in pairs and ask them to correct each other's work; they should only underline mistakes, so the writer will only correct his/her mistakes. Have students keep their dictation sheets for later use.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Spelling Game. Students play in rows. Ask students to choose a name for their row. Write the teams' names on the board to keep a record of the points. Say: *Vampires* and ask students to raise their hand if they know how to spell the word. If the student spells the word correctly, the team gets a point. Repeat the procedure with other words from the Unit.

Student's Book, p. 160

Lead in

3. Take notes about the text on *Vampires* and write them in the graphic organizer. Ask your teacher to help you correct your notes.



As a possibility: Encourage students to tell you as much as they remember from the information acquired in previous lessons. Have students work on their own to complete the mind map about *Vampires*. Then, you may organize the class in small groups and have students compare their graphic organizers.

Practice Link



4. Stand in front of your partner and ask him/her to time how long it takes you to make a presentation of vampires.



You can organize the class into pairs. Ask students to take turns when doing the activity. Explain to students that they will have to use the information about vampires from their graphic organizer to give a presentation to his/her partner.

You may explain to the students that when a person wants to emphasize information when talking to others, his/her voice tone rises. Model the latter by reading the following sentence, making the emphasis where the bold type word(s) are. After reading each sentence, ask students to tell you what the important information was:

As an option: Invite students to compare their diagrams with other classmates.

*Vampires drink / **human beings**' blood.*

*/ **Vampires** live in caves.*

*Vampires live in / **caves**.*

*Vampires / **don't have** children.*

5. Read the text about vampires again and find words that mean the opposite of these words.

You can explain to students that you would be calling out some adjectives and that they will have to shout the opposite: *boring, short, old, light, hot, poor, old, warm*. Then, draw students' attention to Activity 5 and have students do the same with the adjectives from the chart. You can encourage students to use their dictionaries in case they don't know the meaning of a word. Finally, have students compare their answers and correct each other.

Answers:

Word	Opposite	Word	Opposite
unpopular	popular	disgusting	delicious
die	live	darkness	sunlight
love	hate	attract	repulse
weak	strong	alive	dead
can	can't	normal	abnormal
bored	excited	definitely	indefinitely
last	first	safe	unsafe

Checking Link



6. Read the words and write their meaning on the lines. Then, answer the questions.

It is important to read the instructions for Activity 6 and encourage students to make a list of these words. If students can't remember, highlight that there are a lot of words in Spanish and English that have the same

roots and therefore, may sound very similar in the two languages (cognates). Usually, these words have similar meanings and are therefore considered "true cognates". You might even like to provide students with some examples and immediately after, elicit the meaning of the word in Spanish: *Animal, bicycle, coyote, crocodile, dance, insect, lemon, music, penguin, secret, telephone*.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Quiz Time. Encourage students to find 5 cognates in the book pages for this Unit. Then, you can ask students to work in pairs. Encourage them to read their cognates aloud and their classmate will have to provide the meaning of each cognate. If students don't know the answer, invite them to look up for the word in their dictionary.

Student's Book, p. 161

Lead in



7. Read the text on the previous page again and underline the words that look similar in English and in Spanish. Say their meaning.

You may tell students that they are going to learn more about words which sound and have the same meaning in Spanish. It is important to organize the class in pairs. Then, you can read the instructions from Activity 7 and model the activity with an example. Monitor the class and assist students, if nece

8. Read the following list and circle the correct meaning in each case. Check your answers in a bilingual dictionary.

It is important to download list of cognates from the Internet (<http://bit.ly/2B5SizG>) or copy some examples for the activity. You may organize the class in two teams. Choose a cognate from the list. Then, explain to students that you will be describing a word which is a cognate, and that they will have to guess which word you are describing. For example: Your word is *director*. Give the following description: *This person organizes and runs a school*. Tell students that the first person from either team in shouting the word you are describing, scores 5 points. Repeat the procedure with other words. The team with most points will be the winner.



Then, you can focus students' attention on Activity 8. Read the instructions aloud and have students do as instructed. Check the activity as a class.

Answers:

- b. silencioso, a. salida, b. ensalada, b. aguacate, a. abandonar.

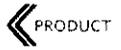
Answers:

- b. cacerola, b. cuerda, b. fecha.

Checking Link



11. Say some sentences about your topic. Then, swap pairs so you can rehearse talking in public as in Activity 4.



Practice Link



9. Go to Activity 5, p. 155. Write the topic you chose for your oral presentation on the fist line. Write four ideas or questions you may have about your topic. Show them to your teacher,



Before students work with the activity, you may write on the board the following headlines: *Nouns*, *Verbs*, and *Adverbs*. Organize the class into three groups. Ask students to line up in front of the board. Explain to students that they will be given one of the titles written on the board. Tell them that on your mark, each member of the team will have to run to the board and write a word under the column they were assigned. The winner will be the team with fewer errors. Then, you can repeat the procedure by assigning teams a different headline.

It is a good idea to draw students' attention to Activity 9. Read the instructions aloud and have students do as instructed.

As an option: Focus students' attention to Activity 3 again so that they can remember elements from the diagram. Encourage students to mention the parts of the diagram and point at them. Then, read the instructions from Activity 11. Encourage students to complete the diagram and explain to students that they can complete it by answering the questions. Have students include their work in their portfolios once they have finished.

Wrap up

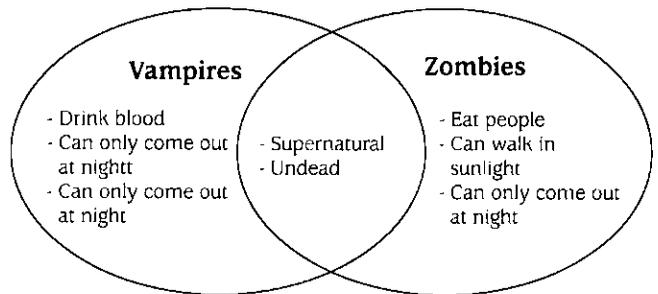
The following activity encourages communication. You can adapt it.

Venn Diagram. Write a Venn Diagram on the board using similar and different characteristics based on Vampires and Zombies. Have students analyze the diagram and encourage them to compare both creatures in pairs. Encourage students to add more similarities and differences to the diagram.

Answers:

- animal, automatic, classify, director, electric, escape, horror, imagine, invite, list, natural, organism, organize, splendid, terrible.

Nouns:	Verbs:	Adjectives:
animal	classify	automatic
director	escape	electric
list	imagine	horror
organism	invite	natural
	organize	splendid
		terrible



10. Read and say other examples.

Remember to organize the class into pairs. Draw students' attention to Activity 10. Read the instructions and encourage students to work in pairs and look up for similar examples in the dictionary. Monitor the activity and assist students if necessary.

Check Back

This section is part of the evaluation proposal of **English Links 1**. It is very important that you consider these elements when working with it:

- a) Organize the class in small groups of three students. Have them look at the pages of the four Lessons of this Unit. Encourage them to take notes of those elements they found difficult and to identify the doubts they may have. Then, invite each group

- to talk about their doubts and clarify them with examples on the board.
- b) Ask students to identify the two pages for the Check Back of this Unit. Work with the activities of one page at a time. Read the instructions for each activity along with the group and invite them to follow them. They will have to accomplish some of them in pairs, so monitor their work to organize them when required. They will also have to listen to a track in some cases to fill out a chart or a written activity. Be aware of the recordings.
 - c) As the Check Back is an evaluation activity, it is important that students work with these written tasks independently. You should monitor their work, but not correct their performance or give extra help to complete the tasks.
 - d) Once students finish completing all the activities, correct their work. Circle their mistakes and ask them to correct each one. Then, give a mark for their performance according to the number of mistakes they had.

Answers:

Activity 1.

- a) she is not feeling well
- b) because she missed the Math exam and she has a terrible stomachache.
- c) Sodas, pizzas, and hamburgers.
- d) Not at all.

Activity 4.

abilities: They smell and hear very well. They are intelligent and sociable
 physical characteristics: They are enormous animals with small ears.
 Other characteristics: Intelligent, sociable, can live up to 80 years, can't see well
 Food: leaves, fruit, and tree bark.

Activity 7.

None of them are. Their translation sounds completely different from their English form.

Activity 8.

- a. Accuse: VERB -acusar. to tell somebody.
- b. Activity: NOUN -actividad. Something that can be done or performed.
- c. Compare: VERB -comparar. To draw conclusions by having two objects or subjects differences and similarities analyzed.
- d. delicious: ADJECTIVE -delicioso. Extremely appealing to the senses.
- e. dictionary: NOUN -diccionario. A compendium of terms or words that includes their meanings.
- f. fantastic: ADJECTIVE -fantástico. Something or someone that astounds or fascinates.
- g. history: NOUN -historia. The development of a certain happening.

- h. important: ADJECTIVE -importante. Something that should we acquainted for its relevance.
- i. impossible: ADJECTIVE -imposible. Extremely hard to conceive or to get done.
- j. insist: VERB -insistir. To keep trying.
- k. instruction: NOUN -instrucción. An indication expected to be followed.
 - l. intelligence: NOUN -inteligencia. The wits or cognitive capabilities.
- m. participate: VERB -participar. To be a part of something.
- n. present: VERB -presentar / presente. To show. Current.
- o. usual: ADJECTIVE -usual. That's expected to happen.

Remember to make and distribute copies of the Self Evaluation and, Group Work Evaluation sheets from the printable section. They should work out their sheets and you may talk to each one about them

Product Link

The Product is the most important element in the proposal of **English Links 1**. It both determines and organizes the Achievements and Teaching Guidelines of each Unit. Students are exposed to different tasks in which they have plenty of opportunity to work with the social practices of the language required in order to build the necessary tools to accomplish the Product at the end of the Unit. Therefore, it is important to consider the following elements while working with the Product in the case of each Unit.

- a) Motivate students to read the Product page at the beginning of each Unit, so they will know what they are expected to do. Help them understand which tasks throughout the Lessons are useful elements for the Product.
- b) At the end of the Lesson, have students read the Product page again, emphasizing on the "Materials" section. Encourage them to get the necessary items to work out the tasks indicated on the Product page.
- c) Read the instructions for the tasks indicated on the Product page. Ask students to work out with each one. Tasks may require individual, pair or small groups work. Check every task students perform so they can gather them to have a final result.
- d) All tasks include a "show and tell" part, so motivate students to get the necessary material and have the proper rehearsing to present their work to the class or to guests they might invite.
- e) At the end of the "show and tell" session, have a reflection moment with the students. Ask for their

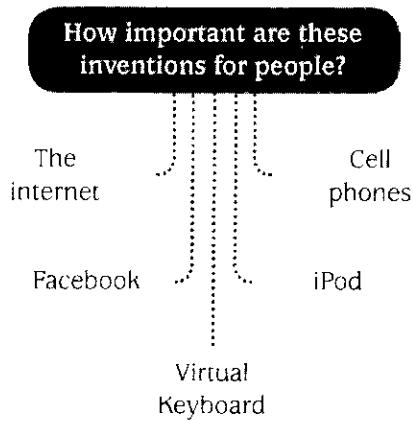
performance as a group and for their individual work as well. Along with the students, think about the things you can improve for the following, show and tell, session.

Word Searcher. Create a word finder like the one below in the handout, for students to find the following words. Make enough copies for all of them: *Unconscious, blood, horrible, cuts, zombies, brains, slow, dead, virus.*

Games Bank

You can use or adapt these activities to break the ice or call student' attention, when necessary:

Speak up! Prepare copies of the following mind map for all the students.



Pre-teach the words: *gadgets, virtual keyboard.* Organize the class into groups of three or four. Hand out a copy of the mind map. Give students a couple of minutes to read the information. Encourage the students to talk about inventions or gadgets. After, some minutes of group work, elicit some ideas from students.

TV and Radio Celebs. Ask students the following question: *What do a TV presenter and a Radio Host have in common? Do they have anything in common at all?* Get your students think about who their favorite celebrities are and aren't when they assign each one a positive and a negative superlative. Get groups of six students write the names of several celebrities. They may be sports stars, television personalities, national leaders, or anyone "famous". Each group should have five names. For each celebrity, the group will write two sentences using superlative adjectives, but without using the person's name. One sentence will be positive. (i.e. *This person is the most entertaining singer*). The other will be negative. (i.e. *This person is not the most talented TV presenter.*) The groups should write each a pair of sentences on an index card and, the celebrity's name to a separate index card. Once they have finished the sentences, have each group shuffle and exchange their pictures and sentences with another group. The second group will try and match the sentences to the right celebrity.

u	v	q	e	s	a	c	r	y	r
n	s	h	o	r	r	i	b	l	e
c	v	q	e	s	a	c	r	y	r
o	k	c	u	t	s	q	b	b	e
n	d	e	a	c	v	x	r	q	s
s	q	w	r	t	y	u	a	i	o
c	z	x	c	v	b	n	i	m	j
i	d	e	a	c	v	x	n	o	p
o	z	o	m	b	i	e	s	w	e
u	s	d	w	l	s	a	c	v	b
s	p	k	h	o	g	s	l	o	w
q	d	g	v	o	e	q	v	t	g
a	f	h	b	d	e	a	d	e	t
c	z	x	c	v	d	n	i	m	j
z	v	i	r	u	s	e	r	h	i
s	p	k	h	o	g	s	l	o	w
m	o	v	e	a	r	o	u	n	d
x	q	d	v	r	y	u	o	p	r

Distribute the copies and invite students to look for the words in it. Once they have finished finding the words, have students tell you what these words describe. Hopefully, the pupils will relate these words to the recording about zombies and monsters. Invite them to tell you what they can recall about the radio program.

Who Am I? Copy the following questions on separate colored sheets of paper. Bend each paper and write a number from 1 to 5 on one side of each sheet:

1. Monster 1.) I'm mostly seen wearing black or purple. People are scared of me because I'm capable of cursing them or turning them into frogs and making them sit on a lily pad. I could also be good or bad. Who am I?
2. Monster 2.) I am wrapped and unable to move due to me being buried within my tomb. I'm surrounded by my many treasures and I star in a movie series too. Who am I?

3. Monster 3.) I am made out of straw and old baggy clothes. I hang on a stick and am used to scare crows, but I also tend to give a good scream on Halloween night. Who am I?

4. Monster 4.) Garlic, garlic, garlic, who likes that stuff? I certainly don't. I'm more of a red kind of person, so please, show me your neck and allow me to have a taste. Who am I?

5. Monster 5.) Most of the time, you wouldn't even guess that I am different compared to you, but you should know that every night on a full moon I change. I grow hair, fangs like no other and I love howling at the moon. However, beware, for if I bite you, you'll soon become like me. Who am I?

Tape the sheets of paper around the classroom. It is important that students can see the number on each sheet. Explain to the students that each sheet of paper has a number and that each number has a question with a riddle for them to guess the type of monster that is being described. Ask students to stand up with their notebooks. Encourage them to move around the classroom and read the riddles. Motivate them to write the answers to the questions, along with their corresponding numbers in their notebooks. Finally, check students' answers.

Answers:

1. A witch.
2. A mummy.
3. A scarecrow.
4. A vampire.
5. A werewolf.

Zombies. Copy the following statements on the board:

Read the statements below and circle if the sentence is *True* or *False*.

- Zombies can't talk. They just growl. True or False
- They are afraid of daylight. True or False
- Zombies don't eat. True or False
- They form groups. True or False
- Zombies can't see well. True or False
- They are afraid of people. True or False

Organize the class in pairs. Have students read the statements and ask them to choose the correct answer. Then, ask them to compare their answers with his/her partner. Hold a discussion with the class.

Answers:

T- They don't use their words, *T*-Zombies would probably just decompose a little quicker during daylight, *F*-Zombies eat flesh, particularly brains, *T*-Zombies travel in packs, *T*-Zombies can't see well because their eyes are decomposing, *F*-Zombies are not afraid of anything.

Teaching Tips

- Explain to the students that dictionaries always offer different options to a word or entry, so as to help the user to find the best alternative in meaning for the word, and decide on it according to the context.
- It is always a good idea to read the statements of an exercise so as to make sure students understand the activity. That way, you will give students the chance to predict what the listening is going to be about.
- It is always a good idea to create a correction code, mark compositions and give them back to students. Provide the meaning of the code, and ask students to correct their compositions and give them back to you for a second marking. This way, you will help learners become aware of their own mistakes.

Unit 10 • Plans

Lesson 1. Long Weekend Plans

Student's Book, p. 167

Lead in



1. Talk about vacations: Where do you usually go on vacations? What do you do? What would be your ideal vacation?

Before students work with the activity, you can write the word: *Vacation* on the board. Ask the class when they have vacation periods throughout the year. Show them a calendar and count the days they come to school and the days they don't. Have them find the days they skip because of festivities. Tell them that these days are called "long weekends". Afterwards, you may invite students to read the instruction for Activity 1 you may you may do to perform it. Answers may vary.



2. Look at the pictures and perform the activities below.

It is important to focus students' attention on the pictures in Activity 2. Then, invite them to describe them, taking turns.

- a) Describe the pictures and match them with the activities.

As a suggestion: Ask students to describe the pictures again. Then have them read the list of activities and clarify the meaning of any word they might not know. After that, instruct them to match the pictures with the activities; have them write the numbers on the lines. Check the answers as a group and have your students say if they have tried the activities in the list or not; as well as if they would like to try them or not.

Answers:

2, 5, 3, 4, 1

- b) Number the activities in the order of your preference.

You should encourage students to number the activities in the order of their preference. Have them use the parentheses as well as numbers from 1 to 51. Number one should be their favorite activity.

- c) Exchange ideas with your partner and add two more activities you would like to do.

An option: Use the cards from the *Memory Game* activity. Show them to the class and encourage students to name each sport or activity chorally and individually. Then, you may tape them on the board and ask students for other activities they might like to do on vacations. Then have them share their preferences in pairs. Have them ask: *What do you do on vacations? What would you like to do?*

Practice Link



Track 40

3. Mother is making a reservation at a hotel. Listen to the conversation and complete the following sentences.

It is important to explain to the students that Jim and Nina's mother has some plans for the following vacations. Pre-teach the words: *reservation*, *double room*, *van*, *travelling*. Play the recording, stopping after every few phrases to clear up any problems with vocabulary and to allow students to write down the information. Play the recording twice. Check the activity together.

Answers:

a) 4 b) 80 dollars c) plane d) van e) 3

Track 40

RECEPTIONIST: Links Hotel, good morning. Can I help you?

MOTHER: Yes, please. I'd like to make a reservation.

RECEPTIONIST: Do you want a single room or a double room?

MOTHER: How much is a double room?

RECEPTIONIST: The double room is \$80.00 dollars a night.

MOTHER: O. K. I'd like to book two double rooms for three nights, please.

RECEPTIONIST: Sure. Can I have your name, please?

MOTHER: My name is Amanda Watson... errr... Could you tell me how I can get to the hotel from the airport?

RECEPTIONIST: Our hotel vans are always at the airport, just look for them when you arrive.

MOTHER: Excellent!

RECEPTIONIST: When is your reservation for?

MOTHER: Well, I want it...

Checking Link



4. Read these questions and answer them.

As an alternative: Refer students back to the dialog and encourage them to tell you what the telephone conversation was about, in general. Then, read the questions from Activity 4 aloud and make sure students understand them. Get feedback from open class.

Answers:

- a) For the family. / No, they don't. / When Nina gets into the room, Mom lowers her tone of voice.
- b) Yes. / They are travelling by plane.



5. Recall what you did in Activities 1 and 2. Make groups of four students. Bring magazines, brochures or printed information about places to go on vacations. Seek and consult the information you have so you can decide where you would like to go on vacations. (Keep this material for later use).



Wrap up

The following activity might be useful:

Hot Chair. Place a chair at the front, facing the whole class. Organize the students in two teams and ask a member from team 1 to sit on the chair. Write the name of a sport or vacation activity on the board and ask another member from team 1 to mime the activity for his/her partner. If the student sitting on the chair guesses the word and describes the sport or vacation activity, his/her team will get a point. Then, work with the other team. Repeat the process several times and determine a winner at the end.

Student's Book, p. 168

Lead in



6. Listen to Track 40 and write down the expressions used for offering help, making reservations and asking how to get somewhere. Make a list with them and write an alternative for each one in your notebook.

It is a good idea to focus students' attention on the transcript. Ask two volunteers to read it aloud for the group, then ask students to underline all the expressions they may find for offering help, making reservations and asking how to get somewhere. Monitor students' work, and check the group's progress together.

It is important to work with the **Remember!** section: Ask students to read the information carefully. Encourage them to provide other examples.

Practice Link



7. Listen to the conversation and perform these tasks.

Track 41

- a) Make a list of the places Nina and her mother would like to visit in Vancouver.

As an alternative: Pre-teach words: *Booking, aquarium, fascinating, museum, beach, amusement park*. Write the words on the board and explain their meaning through sentences. Then, you may explain to students that Mother has to tell Nina and Jim about their vacation plan. Encourage children to say how they think the kids feel about it. After that, ask students to listen to Track 41 attentively. Finally, have students read the instructions for Activity a.

Answers:

aquarium / fascinating museum / Kitsilano Beach / Stanley Park / amusement park / Thematic park.

Track 41

- NINA:** Mom! Are we going on vacation?
MOTHER: How do you know? It was a surprise!
NINA: I heard you booking hotel rooms...
MOTHER: Oh!!
NINA: Tell me, please!
MOTHER: We want to go to Vancouver for the long weekend at the end of this month.
NINA: Vancouver? Great!
MOTHER: Yes... I want to see my friend Melitta... Do you remember her?
NINA: Yes. Her grandchildren are cool... I remember Karla...
MOTHER: Right! She has been telling me about a very nice aquarium and a fascinating museum also. You would love them both... mmm... She says we can also spend a day at Kitsilano

Beach or go to Stanley Park with Karla and her family.

NINA: That sounds terrific! I would also like to go to Wonderland, mom...

MOTHER: But Wonderland is in Toronto!

NINA: Nevermind... I want to go to an amusement park... please!!!

MOTHER: Let's see... Nina... Why don't you look for thematic parks on the Internet?

NINA: That's a good idea! I'll do it, mom!

b) Answer these questions in pairs.
Remember, if you don't know, you can look for the information on the internet or in an encyclopedia.

1. What is a long weekend? What do we call long weekends in Mexico?
When do people have long weekends in the United States? Remember, if you don't know you can look for the information on the internet.
2. Did Nina know about the long weekend? How did she learn about it?
3. Where is Vancouver? Which places does Nina's mother want to visit in Vancouver? How does she know about these places?
4. Where does Nina want to go? Where is she going to get information about this kind of places in Vancouver?

You should focus students' attention to questions from task b. Read them aloud and make sure students understand their meaning. Ask students to answer the questions in pairs.

You may have students name festivities and long weekends in Mexico. Monitor the activity providing assistance.

Answers:

1. It's at least three days long, due to public holiday, falling on either Friday or Monday / "Puente" / Veterans' Day, Thanksgiving, Christmas, New Year's, Memorial Day, Independence Day, Labor Day, Columbus' Day. 2. Yes / She overheard her Mom's conversation on the phone. 3. Canada / The Museum, the aquarium, Kitsilano Beach. / Because her friend Melitta, who lives there, has told her about those places. 4. To an amusement park. / On internet.

Note: When listening to get information, one should pay close attention to the voice tone people use; especially if we are in a telephone conversation, since we have eye contact with the speaker.

Checking Link



8. Listen and tell if the sentences are true (T) and false (F):

Track 42

As a suggestion: Remind students of: *left, right, behind, in front of, opposite, on the corner, shopping mall, restaurant, supermarket, and library.* Ask students to listen to Track 42 attentively and decide whether the information is true or false. Motivate students to give reasons for their answers.

- a) There is a Chinese restaurant on the corner of Maple St. and Orange St. T F
- b) There is a bank on Main St., opposite a supermarket. T F
- c) There is a supermarket next to the bank. T F
- d) There are two malls in the area. T F
- e) One of the malls is next to a park. T F

Answers:

a) F, b) T, c) F, d) T, e) T.

Track 42

1

NINA: Excuse me, what time is the next City Tour Bus to downtown?

MAN: It's at 4:30.

NINA: Thanks.

2

MOTHER: Excuse me. Are there any restaurants around here?

Yes, there is a Chinese restaurant on the corner of Maple St. and Royal St. It's two blocks from here.

Mother: Thank you.

MOTHER: You're welcome.

3

FATHER: Excuse me. Is there a bank here?

Yes. There's one on Main St. opposite a supermarket.
Thanks a lot!

4

Excuse me. Are there any malls around here?

MAN: Yes. There is one on Stanford St., next to a park, and there's another one on Willow Street, between the library and the hotel.

Thank you very much.

MAN: You're welcome.

9. Listen to Track 42 again and mark (✓) which of the following words you hear. Then, tell your partner what the characters in the track say about them.

Before students work with the activity, you can play Track 42 again and stop it after each small dialog. Have students identify the characters of each dialog and describe what each character needs to know. Then, read the instructions for Activity 9 together with the group and read the prepositions with them as well. Afterwards, invite students to listen to the Track again and mark the prepositions they hear. Finally, play the Track once more and ask students to take notes on who says what, as well as on the prepositions each character uses.

Answers:

on / opposite /
next to / in _____ / between



10. Draw a map of your neighborhood. Name the streets and places one may find. Then, show it to your partner and ask him / her to write an itinerary of the places he / she would like to visit one morning. Include linking words: First, next, after that, finally.



Wrap up

As a possibility to finish the class:

Hide and Seek. You will need two small objects for the activity: a key and a card, for example. Organize students in teams of four. Ask one team to leave the classroom while you hide one of the objects. When the team comes back, have them ask: Yes/No questions with prepositions of place to find out where the objects are hidden. Have them say: *Is the key under/on/in something? Is it next to/in front of/your desk?* Have the other teams answer: Yes/No. When the team has found the objects, ask another team to leave the classroom and repeat the process.

Student's Book, p. 169

Lead in



11. Look at the map and complete the dialog below it. Then, create similar dialogs using the places on the map: compare pros and cons of different plans.

Before students work with the activity, you may tell them they will have to identify the location of certain places on a map. Ask students to look at the map and to identify the places in it. Have them say where each place is: *The hospital is on Green Street in front of the supermarket.* Next, you can have them look at the dialogs below the map and read the utterances carefully. Afterwards, require of them to require of complete the sentences or questions according to the information provided on the map. Finally, organize students in pairs, so they can read the dialogs.

Answers:

Is/on/Blue St./Are/any/opposite/restaurants/hospitals/museum/school.

Practice Link

12. Look at the bus schedule and complete the dialogs.

You should pre-teach / review how to ask and tell the time. Write some clocks with specific times on the board and have students say the answers. Ask: *What time is it?* Then, introduce the words: *downtown* and *schedule*. Have students read them and mention their meaning, help them if necessary. Then, have students look at the bus schedule and talk about you may. Urge them to complete the dialog and organize them in pairs, so they can read taking turns.

Answers:

3:00 p.m./What time/11:00 a.m./9:15 a.m.

Checking Link

As a suggestion: Ask students to use a separate piece of paper and write a dialog similar to those in Activity 12. You want to buy a special present for your brother. Ask a policeman some suggestions about where to go.

Assist students when necessary. Have them read their dialogs for the class.

Wrap up

The following activity might be useful:



Snap! Prepare some cards containing the verbs and others of the nouns included in the box. Show them to the class and have them identify that these three verbs match with these specific nouns. Have them make up some sentences with them.

Go: *Skiing, fishing, swimming, snowboarding, parachuting, shopping, running, and hiking.*

Do: *banana-boating, sport.*

Play: *Golf, baseball, tennis, basketball, volleyball.*

Then, you can place the cards into two separate piles. Students take turns to turn up a card from each pile. If the verb and noun match, the student has to shout: **Snap!** Award a point if she/he is right. If she/he gets a wrong match, she/he misses a turn.

Lesson 2. Planning Activities

Student's Book, p. 170

Lead in



1. Look at the text. Where does it come from? Check (✓) the correct answer. Then, read it aloud taking turns.

An option: Ask students to work with Activity 1. Focus students' attention on the outline of the text and ask them to tell you where this text comes from and how do they know. Later, ask students to read the text and invite them to tell you what they think it is about. Ask specific questions about: *Kitsilano Beach, Vancouver Aquarium, Stanley Park and Vancouver Museum.* You should organize children in pairs so they can ask and answer questions about each place. Examples: *Where is...? What can you do there? Is it recommended for children/teenagers/adults? Would you like to visit this place? Why?*

Practice Link

As a suggestion: Motivate students to read the Internet text again and ask them to underline the words whose meaning they do not know. Ask students to use their dictionary; first explain that dictionaries are great resources, but that doesn't mean they should run to the dictionary every time they hear or read a word they don't know. They may try to guess at a word's meaning based on the *other words around it (the context) or they can keep reading or listening, as maybe there will be an explanation coming. If they still don't understand the meaning of the word, they can look up, for its meaning*

in the dictionary. Help students perform the three alternatives with the words they underlined.

Answers:

The Internet.

Checking Link



2. Answer these questions: Which place would you choose for a vacation? Why? Which place wouldn't you choose for a vacation? Why?



Ask students to do the activity for homework and check it with the whole class the day after. Have them spell out the words after you check them.

Answers:

IHang out - salir a divertirse / multicoloured - multicolor / acres - acres / trails - senderos / roam - pasear / artifacts - objetos / track - seguir, rastrear / settled - colonizaron / and mummies - momias.

Wrap up

As a possibility to finish the class:

Stop! Take the group to the playground. Form a circle and play classical music on the CD player. Have children walk around the playground listening until you stop the music. You will say: **Stop!** They should try to find a partner and stand facing each other. Ask students to remain in the same position while you count to 20. Repeat the activity several times.

Student's Book, p. 171

Lead in

It is important to ask students to tell you what they remember from the text of the previous class. Elicit as much information as possible. Then, tell students that they are going to read the text again to look for specific information.



3. Read the text in Activity 2 again and perform activities.

You should ask students to read the text once more and focus their attention to Activity a.

- a) Make a list of the animals mentioned in the text.

Remember to motivate students to name other animals they think they could find in the places mentioned in the text.

Answers:

aquatic mammals / fish / piranhas / insects / sharks.

- b) Read and answer these questions.

- Which one is correct: "color" or "colour"? How do people spell it in Britain? Do people in Canada speak American or British English? Do you know why? If not, find the answer on the internet.
- What does BC stand for? Where is Vancouver? Find these locations on a map.

You may ask students to read the text again, focus their attention on Activity b and answer the questions. Read the questions aloud, so as to make sure all the students understand the type of information they are looking for.

Answers:

Both are correct. The first one is American English and the second one is British English. / Color. / People speak British English in Canada because it's a British colony. / BC means British Columbia.

Practice Link

4. Read the following sentences and write K if they refer to Kitsilano Beach, S for Stanley Park, VA for Vancouver Aquarium or VM for Vancouver Museum.

It is a good idea to tell students that they are going to read the same text again to find more specific information. Ask students to read the statements so as to understand the type of information they are required to find. When students have finished, you may encourage them to compare their answers in pairs and then check the activity as a class.

Answers:

a) VA / b) S / c) VM / d) K / e) K / f) VM



5. Listen to the conversation and perform these tasks.

Track 43

- a) Where do they want to go this long weekend?

An alternative: Ask students to complete the missing information about Jim and Nina's family. Explain to students that they have to find out what Jim, Nina, Mother and Father want to go. Check the activity as a class. Then, have students listen to Track 43 again and answer these questions in groups of three students: *Where does each family member want to go? Why do they want to go there? What are the advantages and disadvantages of organizing a plan? Do you think they can get to an agreement on where to go? Why?*

Answers:

Father - Stanley Park / Nina - Aquarium / Mother - Vancouver Museum / Jim - Kitsilano Beach.

- b) How are they organizing the activities? Use numbers from 1 to 4 to sequence the places.

Before students work with the activity, have them read the places where they can go in their trip and have them mention who prefers each one. Then, have the class organize the activities in the order Jim's family has been doing them. Have them use numbers from 1 to 4. Check the activity together.

Answers:

- 2 Aquarium
- 1 Museum
- 3 Stanley Park
- 4 Beach

Track 43

FATHER: We're finally in Vancouver! How would you like to organize our activities, guys?

JIM: I feel like relaxing. I'd like to go to Kitsilano Beach.

FATHER: What about you, girls?

NINA: I heard the Aquarium is amazing. Would you like to go there?

.. That sounds interesting, but I would like to go to the Vancouver Museum as well.

JIM: And what about you, Dad?

FATHER: I read the brochure and I'd like to go to Stanley Park.

Let's plan the activities, then. First, we can go to the Museum early on Saturday morning. After that, we can go to the Aquarium.

FATHER: I think that's a good idea. And on Sunday we can visit Stanley Park. We can have lunch there... mmm... And finally, we can go to Kitsilano Beach on Monday. What do you think?

NINA: I want to go to an amusement park! I found out about one on the Internet!! Please!!

JIM: I want to go to Kitsilano Beach, but an amusement park is not a bad idea ...



6. Say the sequence of places Father, Mother, Nina and Jim are planning to visit by using the words: on Saturday / Sunday / Monday, first, after that, next, then, finally.

It is a good idea to review the linking words with students, first. Write them on the board and encourage students to make up sentences with them. Next, practice the days of the week as well and remind learners that the days of the week are written with a beginning capital letter. Organize students so they can complete Activity *c* accordingly.

Answers:

First, we can go to the Museum early on Saturday morning. / Next, on Sunday, we can visit Stanley Park. / After that, we can go to the Aquarium. / And finally, we can go to Kitsilano Beach on Monday.

Checking Link



7. Make groups of four students as in Activity 5, p. 167 and use the material from that activity. Choose a place to go on vacations for three days; decide what places to visit and the activities to do. Say pros and cons for your proposals until you get to an agreement. Then, use a separate piece of paper to write the pros and cons you said to get to the final agreements and compare them with those of other groups.



Before students work with the activity, you may have them recall Jim's family itinerary for the long weekend in Vancouver. Write some cues on the board to help

students write their paragraph. After that, you can have them read the instructions for task *d* and perform it. Mark compositions (paragraphs), since this is an action that might motivate students.

Wrap up

You may use this activity to end your class:

Memory Game. Prepare the following cards (1 with the image and 1 with the written name) with the following activities: *Skiing, skateboarding, rock climbing, running, golf, baseball, tennis, basketball, volleyball, fishing, swimming, snowboarding, parachuting, hiking, diving.* Move chairs and tables to make space and ask students to sit in a circle around you. Set the 30 cards on the floor at random. Then, organize students in two teams and ask a volunteer from the first team to pick two cards. If those cards coincide in image and written form, the team gets a chance to choose two more cards and so on. If not, it will be the other team's chance. Repeat the procedure until there are no cards on the floor. The winner will be the team holding the highest amount of cards. (Keep the cards for later use).

Student's Book, p. 172

Lead in

It is a good idea to explain students that they are going to continue working with Jim's family plans for their long weekend.

8. Discuss the following questions:

- Do the four family members want to go to the same places?
- How do they get organized for the long weekend?
- Did they like the long weekend proposal at the end? How do you know?
- Which place would you like to visit first? Why?

Before students work with the activity, you can have them reflect on the fact that getting organized within a family is a difficult task. Say: *All members have different points of view and it is difficult to get to an agreement. However, it is necessary to do it.* Have students describe what each family member thinks about the activities during the long weekend in Vancouver, ask them what they think would be a good agreement. Motivate them to give reasons.

Answers:

No. / Mom organizes the places to be visited. / No, because Nina wants desperately to go to the amusement park. / Answers may vary.

Practice Link



9. Look at the pictures below and describe them. Then, look at the verbs in the box and say what Mother, Father, Nina and Jim did on Saturday.



Before students work with the activity, you may have them look at the pictures and describe each one. They should say who are the characters in each one, what they are doing, and if they are having a good time or not. Then, focus students' attention on Activity 7. Have them perform the required task and remind them to use linkers (**first, after, next, finally**) to express the correct sequence of the activities. Monitor it and assist students, if needed.

Answers:

The Family travelled to Vancouver. / First, they had breakfast; next, they visited the Vancouver Museum. / After that, they travelled by bus / Finally, Jim and Nina had hamburgers with soda and mother and father had salad for dinner.

It is important to work with the **Remember!** section: Ask students to read the information carefully. Encourage them to provide examples with the linking words mentioned in the text.



10. Make pairs and describe what Mother, Father, Jim and Nina did on Saturday using linking words.

You should encourage students to change pairs and describe the family's itinerary. Ask your learners to use linkers. Monitor the learners' work, take notes of their mistakes, so you can use them to clarify general misunderstandings or difficulties.

Checking Link



11. Look at the pictures again and write about them in your notebook. Use linking words.

An alternative: Encourage students to describe the family's itinerary in pairs again. Then, have them accomplish the task in Activity 9.



12. Organize your plans for this weekend.



Before students work with the activity, you can ask them about the activities they usually do in their weekends. Have them say what they do, where they go, with whom do they usually stay, etc. Include every student in the classroom for this survey practice.

- a) Use your notebook and write a list of activities you want to do.

Before students work with the task, you may draw a mind map on the board with the phrase *Weekend activities* at the center, include: *What, Where, Who, How much* circles so students can have more ideas to express their thoughts.

- b) Decide in which order you want to do the activities.

You can explain to students that they have to decide which activities they will perform first. Then, they have to organize them within the two days of the weekend. Finally, they will have to decide upon specific details, such as the price, transport and time involved in each one.



- c) Tell your partner about your activities for this weekend. Remember to use linking words.

You should divide the class in pairs and encourage students to describe their weekend plans to their partners. Encourage learners to use linkers when sharing their itinerary.

- d) Use a separate piece of paper and write a paragraph about your weekend plans. Ask your partner to help you correct your work.

It is a good idea to explain to students that now they will have to write a paragraph on a separate piece of paper. You should monitor students' work and assist them when necessary. Collect compositions (paragraphs) and mark them.

Wrap up

As a possibility to finish the class:

Puzzle. Organize the class in five teams. Look for maps of amusement parks on the Internet. Get five printed pictures from a map of an amusement park into vertical strips and give the strips out to the class.

They have to explain what they have in front of them. Ask them to find which strips join together by bits in common and decide how should they be put in order before showing them to each other. You can make the organization easier and add some movement by asking them to line up in the same order the picture before looking look at each others' pictures and check.

Lesson 3. An Amusement Park

Student's Book, p. 173

Lead in



1. Read the questions and discuss: Do you know what an amusement park is? Are there amusement parks in your locality? Do you enjoy going there? Why? What are the advantages (pros) and the disadvantages (cons) of these places?

Before students work with the activity, you can write on the board the title: *LocoLand Amusement Park*. Ask your students what type of park they think it is and why they imagine the park is called like this. Elicit ideas from the students and then, tell them what an amusement park is. Motivate your learners to go to the Internet and find out some examples of amusement parks in Mexico and in the United States or Canada.

Then, you should have students work with Activity 1. First, invite them by pairs to talk about the amusement parks they found on the Internet. Then, write the words: *Advantages* and *Disadvantages* on the board and motivate children to name both, pros and cons.

Finally, you may invite volunteers who have attended an amusement park or a local "feria" in their area. Have then talk about their experience.

Advantages

- Get de-stressed.
- Have fun.
- Socialize with peers.

Disadvantages

- Queuing can be long and tiring.
- Ride prerequisites (Height).
- You cannot bring food into the amusement parks.
- Food can be very expensive.

Practice Link

2. Read the comments Nina found on the internet about the amusement park she

wants to visit in Vancouver. Find the meaning of the underlined words in a bilingual dictionary. Then, complete the following information.

- Name five attractions in Locoland Adventure Park: _____, _____, _____, and _____.
- Number of attractions children can enjoy with the "Fun Pass". _____.
- Two good things Locoland has: _____ and _____.

It is important to focus students' attention to Activity 2 and have them identify the type of text they see. Go through the illustrations with them carefully. Then, ask students to read the comments Nina found about the amusement park on the Internet. Explain to students that they should find the meaning of the underlined words in a dictionary and then, complete the missing information.

You should check the activity as a whole class, encouraging students to elaborate on their answers, if possible.

Answers:

Range - variedad / inflatable slide - tobogán / inflatable harness trampolines - trampolines de arnés / hovercrafts - aerodeslizador / high-wire - cable / staff - personal. Five attractions: Large inflatable slide. / The harness trampoline. / Hovercrafts. / The mini-golf and the high-wire course. Number of attractions: 10 attractions. Two good things: The mini-golf and the high wire course.

Checking Link

An option: Invite students to work in pairs and ask them to ask and answer questions about the place they went last vacation. Ask them to include the city or place, the activities they did, the food they ate and the things they bought. Finally, you may ask them to use a separate piece of paper and write the itinerary of their trip. Invite students to ask their partners to help them correct their itineraries.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Find Someone Who. Elicit from students the different places to go on vacations. Write students' answers on

the board. Distribute separate pieces of paper and ask students to copy the list of places and keep it to register their answers. Then, invite learners to stand up and find out who likes each place; have them ask: *Do you like going to the beach / playing volleyball on vacations?* Tell students that when someone says: *Yes*, they must write down the person's name. Get students to move around the room and try to find different persons for each vacation place they ask.

Student's Book, p. 174

Lead in

3. Read the comments again and circle T for true sentences or F for false ones.

- | | | |
|--|---|---|
| a) Locoland is a place to spend a whole week. | T | F |
| b) The high wire course is great for teenagers. | T | F |
| c) Locoland's gardens are nice and colorful. | T | F |
| d) The "Fun Pass" allows children to enjoy up to 10 attractions. | T | F |
| e) The mini-golf is not a good option for teenagers. | T | F |

Before students work with the activity, you can ask them to tell you whatever they remember from the LocoLand Amusement Park. Afterwards, invite them to look at the pictures on top of the page and to describe them. Have them read the sentences along with you to perform the instructions required in Activity 3.

Answers:

- a) F b) T c) T d) T e) F

Practice Link



4. Listen to the conversation and perform the following tasks.

Track 44

- a) Read the expressions and underline the correct option:

You should explain to the students that they are going to listen to Track 44. They should listen to the conversation carefully and find the expressions in the box. Write the your expressions on the board and let your learners listen to the Track again. Then, you can

have them choose if the sentences are used to convince or to obligate a person.

Answers:

Persuade or convince.

Track 44

NINA: We had a great day, didn't we?

JIM: Yeah... but I'm looking forward to our visit to Kitsilano Beach... We really should go there.

NINA: It sounds fantastic, but... are you sure you want to go there?

JIM: Yeah!! I read that the sand is soft and golden at Kits Beach... Besides, there are basketball and tennis courts! Plus it is the place for teens. Do you want more?

NINA: Well, Jim... we have Santa Monica in California. We were there last month. Come on!!

JIM: You know how much I adore the beach... don't you?

NINA: Of course, I do. But you also know that I'm crazy about amusement parks... don't you?

JIM: Okay, okay... let's discuss pros and cons of each place and make a decision afterwards.

NINA: That's quite a good idea! Let's do it...

Checking Link



b) Discuss in pairs.

- Where does Jim want to go? Which reasons does he give to his sister?
- Where does Nina want to go? Which reasons does she give to her brother?
- What does Nina do to convince Jim? Does she use a particular tone of voice? Does she emphasize on specific words? which ones?
- What does Jim do to convince Nina? Does he use a different tone of voice? Does he emphasize specific words? Which ones?
- Were they able to negotiate at the end? What are they going to do?

An alternative: Ask students to listen to Track 44 again and to identify the non-verbal type of communication in it. Explain to the class that we communicate through words and gestures, but we also use voice tones to do it. Have your students identify them in the dialog and say what they mean. Afterwards, have students read and discuss the questions in pairs.

Answers:

To Kitsilano Beach. / The sand is soft and golden and there are basketball and tennis courts, and it's *the* place for teens. / To an amusement Park / she's crazy about them. / She uses a low tone of voice. Yes. / They are going to analyze the Pros and Cons of both places.



5. Listen to the conversation from Track 44 and study the chart on the opposite page. Answer these questions: What arguments does Jim have for his preferences? What arguments does Nina have? Are they solid? Why?



You may ask students to copy the questions from Activity *b* and answer them accordingly. Monitor the activity, providing assistance.

Wrap up

Use the following activity as it is, or adapt it to your students' needs.

Word Chain. Give an initial word to students, for example: *Banana*. Each student takes it in turns to come up with a word which they associate to that word, and then, with the previous word. If the connection isn't obvious, challenge the student to justify their choice. Students should raise their hand to participate in the activity. Example of a chain: *Banana - monkey - zoo - tourists - hotel - museum*.

Student's Book, p. 175

Lead in



6. Work in pairs. Listen to Track 44 again and tick (✓) the reasons why Jim prefers Kitsilano Beach and the ones Nina has to go to Locoland Adventure Park. Use a separate piece of paper and write down the arguments each one uses to defend their preferences. Reflect: How are these arguments built? What language do they use? Can you build others?



It is important to motivate students to perform the activity. Ask them to take roles trying to convince their classmate to visit a specific place as if they were Nina

and Jim. Write the expressions on the board that might help students in their role-play activity:

Kitsilano Beach

- ___ Soft golden sand.
- ___ Swimming pools.
- ___ Basketball courts.
- ___ Tennis courts.

- ___ Ten minutes from downtown.
- ___ Excellent, but expensive food.

Locoland Adventure Park

- ___ Different attractions.
- ___ Rock climbing wall.
- ___ Go karts and high wire course.

- ___ Mini-golf.
- ___ Four hours from downtown.
- ___ Excellent and inexpensive food.

Afterwards, you may have students read the expressions on the board several times, so as to provide students with the correct pronunciation. Finally, encourage students to act out their dialogs in front of the class.

Practice Link



7. Use a separate piece of paper to write a dialog with a partner. Nina and Jim must take a decision about the place to visit: Kitsilano Beach or LocoLand Adventure Park. Include the following information.

An option: Encourage students to use the expressions they used for Activity 5 and respect the negotiation possibilities while following directions to write their dialog. Have students consider the two negotiation possibilities in the box. Monitor students' work and correct it while they are writing the dialog.

Wrap up

The following activity might help students use language in a communicative way:

Let's convince the others. Organize the class into team A and team B. Next, assign each team a title: *Chapultepec Park* and *Six Flags**. Then, ask students to work on the advantages for visiting these places. Explain students that they will have to convince the other team, so as to go there and have fun. Give five minutes for team A to convince team B; then, encourage students from team B to convince the other team. Explain that for each convincing reason a team gives, the other team will have to look for a disadvantage. The objective is to convince the opposite team to go where they want to go.

*Consider parks or amusement places that correspond to your area.

Lesson 4. Canada's Wonder Park

Student's Book, p. 176

Lead in



1. Jim, Nina and their friends are planning to go to Wonder Park. Look at the text and answer: What kind of place do you think it is? Where do you think it is? Do you like rollercoasters? Do you like thrill rides?

As a suggestion: Write on the board the word: *Wonder Park*. Then, ask students to tell you what they think it is. You may elicit some ideas from students and motivate them to carefully identify the text on the page as well as the illustrations. Afterwards, have the answer the two questions.

Practice Link

2. Read the text and match the words on the right with the pictures. Use an English-Spanish dictionary, if necessary.

You can ask students to look at the pictures in Activity 2 and to describe them. Have them say if they have ever been to enunciate these rides. Then, you should have learners enunciate the words on the right-hand side chorally and individually, and finally, ask them to match the pictures with the words.

Answers:

- c) waterfall,
- d) rollercoaster,
- e) loop,
- b) slide,
- a) wave pool.

Checking Link



3. Work in pairs. You are going to Wonder Park for a day. Design an itinerary: Write a list of activities you would like to do. Decide with your partner what activities you would both do; talk about the pros and cons of each one and make decisions that please both of you.



Before students work with the activity, you may ask them to look at the text and read it along with you the first time. Then, motivate students to find the meaning of the underlined words in a bilingual dictionary. Afterwards, organize them in pairs, so they can read the text taking turns. Circulate among the couples to easily correct pronunciation and intonation. Finally, have students read the instructions for Activity 3 and perform them accordingly.

Wrap up

You may use this activity to end your class: **Spelling Game.** Copy on the board the list of places to visit from the **Getting Ready** activity: **Where to GO?** You learn. Have you learn. Read them taking turns. Students play in rows. Ask them to choose a name for their row. Write the teams' names on the board to keep a record of the points. Say: *Exit/Carousel/Haunted house* and ask students to raise their hand if they know how to spell the word. If the student spells it correctly, the team gets a point. Repeat the procedure with other places from the list on the board.

Student's Book, p. 177

Lead in

4. Read the text in Activity 2 again and answer the following questions:

You should have students read the text in Activity 2 again and ask for general and specific comprehension questions. Afterwards, have students work in pairs and ask and answer questions regarding the text. Then, motivate them to perform the instructions in Activity 4.

You should read the questions with the class and monitor their work closely.

Answers:

- a) No, it's opened seasonally.
- b) No, it was planned, but never built.
- c) A huge waterfall with interior pathways.
- d) Yes.
- e) A water park with 16 water slides, a large pool, and a lazy river.

Practice Link

5. Circle all the numbers in the text and complete the sentences below.

It is a good idea to motivate students to read the paragraph in Activity 5 and to identify that they should look for information to complete the missing spaces. Tell students to go to the text in Activity 2 and find specific numbers. They should circle them first, and then, use them to complete the paragraph. Finally, have them read the paragraph in pairs taking turns.

Answers:

Yes / 10:00/ The Bat / Lunch at 2:00.

Checking Link

6. Read the e-mail below and observe Nina's choices. Write Jim's choices including the corresponding times. Then, compare the column you completed for Jim's choices with the one your partner has.



An alternative: Tell students that they are going to read an email about Jim's choices. Ask students to analyze all the information first, so as to keep record of the time and activities Jim wants to do.

Answers:

30 km. / 200 / 60 / 14 / 1-a / 125.

Wrap up

The following activity might be useful:

Cognates. On the board, write a list containing the following words *tennis, basketball, hours, park carousel, carousel, monorail, castle, air, theater, ticket, office, circus, show, dolphin*. Ask students to look at the word list and decide if they recognize these words as cognates - words which look the same in their mother tongue. Ask students to look up in a dictionary for more food related cognates.

Student's Book, p. 178

Lead in



7. Compare your answers and ask about the time each kid decided to visit each place: What time is Jim/Nina going to see the Ice Show? Is Jim/Nina going to visit the Old Carousel?

Before students work with the activity, you might have them go to the e-mail text on the previous page and work it out deeply. First, have students identify the elements present in the e-mail. Then, motivate them to read the names of the attractions divided into three sections: Water slides, Roller coasters and Shows. Have them mention which one they would like to visit. Afterwards, ask them to look at Nina's choices and describe them. Finally, describe Jim's choices as well. Find those hours of coincidence and say which itinerary you like most.



8. Choose two or three of the attractions mentioned in the e-mail and imagine what they are like. Exchange ideas with a classmate.

Remember to focus Students' attention to Activity 8. Read the instructions out loud and make sure all of the students understand what to do. You should encourage you learners to name the attractions and to describe some of them. Monitor the activity and assist those that present doubts, if necessary.



9. Look at the information included in the e-mail and write a paragraph about Nina's and Jim's activities on a separate piece of paper, Use the information in the squares as well as different linking words. Begin the paragraph as follows.

A suggestion: Have students look at the instructions for the activity carefully, considering the elements in the boxes. Then, have them read the sentences to begin their paragraph. Distribute separate pieces of paper and motivate students to write their paragraph. Monitor their work closely.



10. Discuss: What decision do you think Jim and Nina took about their last day in Vancouver? How do you know?

This activity is very important for the students and their learning process, since it wraps up all the

information worked out throughout the Unit. You should help students brainstorm ideas and read the transcripts for Tracks 41, 43 and 44 before they start discussing. Have them support their position on Jim's and Nina's sayings in the different dialogs students have worked with.

Practice Link

Reading Book
Snowboarding. A Cool Sport!



11. Read pages 129 to 140 and perform the following tasks:

You can write on the board: *Snowboarding: A Cool Sport!* Have students mention what they remember about the book. Then, ask the class to work with their **Reading Book** and complete the tasks required.

Checking Link



12. Go to p. 171, Activity 7. Choose a place from the three day vacation you planned with your partner. Work individually and write a list of the activities you would like to do during that day. Then, compare your list with that of your partner's and say the pros and cons of your proposals until you get to an agreement.



You should help students talk about the need to get to an agreement when you are making a plan with another person. Motivate students to read the instruction and perform the task.

Wrap up

You might include this activity to close your class:

Hangman. Organize the class in two teams. Use vocabulary words that students have learned throughout the Unit. Draw the first letter of the word and a line for each missing letter. Have students guess the letters; every mistake they have represents a part of the hangman to be drawn. If you finish drawing the hangman and the learners have not guessed the word, they lose. Follow this procedure with both teams.

Check Back

This section is part of the evaluation proposal of English Links 1. It is very important that you consider these elements when working with it:

- Organize the class in small groups of three students. Have them look at the pages of the four Lessons of this Unit. Encourage them to take notes of those elements they found difficult and to identify the doubts they may have. Then, invite each group to talk about their doubts and clarify them with examples on the board.
- Ask students to identify the two pages for the Check Back of this Unit. Work with the activities of one page at a time. Read the instructions for each activity along with the group and invite them to follow them. They will have to accomplish some of them in pairs, so monitor their work to organize them when required. In some cases, they will also have to listen to a track to fill out a chart or a written activity. Be aware of the recordings.
- As the Check Back is an evaluation activity, it is important that students work with these written tasks independently. You should monitor their work, but not correct their performance or give extra help to complete the tasks.
- Once students finish completing all the activities, correct their work. Circle their mistakes and ask them to correct each one. Then, give a mark for their performance according to the number of mistakes they had.

Answers:

Activity 1.

Can/How much/hotel/can/can-get/hotel/great/Thanks.

Activity 2.

5, 3, 1, 4, 2, 6.

Activity 3.

Answers may vary.

Activity 5.

Answers may vary. Work with students the Dialog's Performance Evaluation Format indicated on the page.

Activity 6.

Are / don't / you / Why / That's / Let's / mall / fantastic.

Remember to make and distribute copies of the Self Evaluation and, Group Work Evaluation sheets from the printable section. They should work out their sheets and you may talk to each one about them.

Track 45

- WOMAN:** Hey, honey! The van will pick us up at 9:00 am to take us to the museum.
- MAN:** What are we doing after we visit the museum?
- WOMAN:** We can have lunch in the restaurant next to the museum. It's a very good Italian restaurant!
- MAN:** That's great, honey. We won't have to walk and find a place to eat!
- WOMAN:** Yes. Next, we can go to the National Park. There's a lake and we can rest there or go for a walk.
- MAN:** And what time will the van pick us up?
- WOMAN:** We have to be at the entrance of the National Park at 7:00 pm.
- MAN:** And what's next?
- WOMAN:** Well, we can have dinner at the hotel restaurant and finally, have a rest and sleep.
- MAN:** Yes, it sounds like a busy day, doesn't it?
- WOMAN:** Absolutely!

Product Link

The Product is the most important element in the proposal of English Links 1. It both determines and organizes the Achievements and Teaching Guidelines of each Unit. Students are exposed to different tasks in which they have plenty of opportunity to work with the social practices of the language in order to build the necessary tools to accomplish the Product at the end of the Unit. Therefore, it is important to consider the following elements while working with the Product in the case of each Unit.

- Motivate students to read the Product page at the beginning of each Unit, so they will know what they are expected to do. Help them understand which tasks throughout the Lessons are useful elements for the Product.
- At the end of Lesson, have students read the Product page again, emphasizing on the "Materials" section. Encourage them to get the necessary items to work out the tasks indicated on the Product page.
- Read the instructions for the tasks indicated on the Product page. Ask students to work out with each one. Tasks may require individual, pair or small groups work. Check every task students perform, so they can gather them to have a final result.
- All tasks include a "show and tell" part, so motivate you students to get the necessary material and have

the proper rehearsing sessions to present their work to the class or to guests they might invite.

- At the end of the "show and tell session", have a reflection moment with the students. Ask for their performance as a group and for their individual work as well. Along with them, think about the things you can improve for the next "show and tell session."

Games Bank

You can use or adapt these activities to break the ice or call student's attention, when necessary:

Pass the Bag! You will need music, a CD player, a plastic bag and separate pieces of paper for this activity. Give the paper to the students and ask them to cut it into three strips. Ask them to write three questions, one on each strip, about the different topics they have been working with throughout the Units of their book. Fill the bag with the questions. Move chairs and tables to make space in the classroom, ask students to stand up and form a circle. Play the music and have students pass the bag around the circle. Stop the music and have the person with the bag reach inside and pull out a question. He/She should read the question and name another student to answer it. Assist students, if necessary, and continue with the activity.

What's the Time, Mr. Fox? One player is the fox and he / she will stand with his / her back turned to the others (5 m from the others). The others call out: *What's the time, Mr. Fox?* And the fox turns to face the others and shouts out a time; for example: *10 o'clock!* The others would then take 10 steps toward the fox. The group will take the same amount of steps toward the fox as the amount of hours in the fox's time (that is 2 o'clock = 2 steps, 6 o'clock = 6 steps, etc.) When the group gets close to the fox the next time, the group yells: *What's the time, Mr. Fox!* The fox will say: *Dinner time!* and run after the group who are running back to the start line, and hopefully catch one of the group who will then, be the fox.

Note: Students are not expected to learn to tell the time. Just tell them that this game is similar to "Lobo, ¿estás ahí?"

Words. You will need scissors and a plastic bag for this activity. Prepare 15 cardboard strips (5 cm wide) and write the following words with a black marker: *Dinner, had, breakfast, traveled, was, ate, visited, took, drank, saw, were, went, wanted, got, spent.* Invite children to the playground and have them make a circle; sit them on the floor around you. Show the strips to the students and help them read and spell each one chorally and individually. Then, pick up

a strip. Show it to the students and cut the letters out; put them in the plastic bag and shake it. Take the letters out and ask yowlearners to help you put them together to form the word; then to came apuith a sentence containng said word. Follow the same procedure with the other strips.

Where to Go? Explain to the students that these are places people normally find in an *Amusement Park*. Make sure they understand them and find images on the Internet:

entrance	exit
the queue for the ticket office	cotton candy (= candy floss)
parade	circus tent
bumper cars	tea cups
carousel (= merry go round)	ferris wheel (= big wheel)
monorail	seal show
rollercoaster	maze
castle	bursting balloons
open air stage	bandstand
theater	puppet show
haunted house	ball pool
waterslide	dolphin show

Organize the class in pairs and ask students to say which of these attractions they would like to visit if they had a chance to go to an amusement park.

From A to Z. Write the letters **A** to **Z** in columns down the board (see the illustration). Make sure that there's enough space next to each letter for a word to be written.

A	B	C
Doctor	Engineer	F
G	H	I
J	K	L
Musician	N	O
P	Q	Rockstar
S	T	U
V	W	X
Y	Z	

Organize the class in two teams. Get each team to name a writer who comes to the front and stands on the board. Each writer will need a different marker or piece of chalk. As soon as you say *start*, students must race to write an appropriate word next to each letter. For example, if the theme is adjectives, they might write: *Angry, Beautiful*, etc. Teammates help by shouting out suggestions and giving spelling tips. Allow students to use any resources they have at hand, such as textbooks and dictionaries. Only one word can be written for each letter, so the first one to start writing claims the letter. After a three minute limit or when all the letters have been used, give a point for every word each team has written and praise the winners. If there are any spelling mistakes, elicit the correct spelling from the class.

Teaching Tips

- They also should be able to see that question tags are mainly used to keep a conversation going or to confirm information, and that using question tags requires a keen understanding of the use of various auxiliary verbs.
- The more you learn, use and practice the language, the more accurate and fluent you become. Repetition and practice are essential to many skills, and this is especially true when learning a language. In order to consolidate classroom learning, you must repeat and revisit grammar, vocabulary and pronunciation work regularly with your students.
- It is worth pointing out that during a listening activity, one can know about certain information even when it is not implied. Inferring/deducing information in a conversation can be useful. For instance: *If I was born in 1989, how old am I?*

Name: _____

Student's Record for Portfolio Tasks

	Date	Type of material	Degree of difficulty		
	/ /				
	/ /				
	/ /				
	/ /				
	/ /				
	/ /				
	/ /				
	/ /				
	/ /				
	/ /				
	/ /				
	/ /				
	/ /				

Name: _____

Date: _____

Unit: _____

Self Evaluation

I. Read and circle according to your performance.

	1. Excellent	2. Good	3. Poor
1. I performed oral communicative tasks.	1	2	3
2. I worked as required with written tasks.	1	2	3
3. I listened to the recordings from my Book.	1	2	3
4. I read the texts from my Books.	1	2	3
5. I was respectful and helped my partners when needed.	1	2	3
6. I accomplished assigned work in class and did homework when asked.	1	2	3
7. I participated actively when working in pairs or small groups.	1	2	3
8. I asked for clarification from my partners and teachers when necessary.	1	2	3
9. I corrected my mistakes and learned from them.	1	2	3
10. I reflected on the language issues I learned.	1	2	3

Aspects I am satisfied with:

Aspects to improve:

Name: _____

Date: _____

Unit: _____

Group Work Evaluation

I. Read and circle according to your performance.

1. Excellent 2. Good 3. Poor

1. We listened to partners attentively.	1	2	3
2. We took turns to participate when working in group.	1	2	3
3. We encouraged shy partners to participate actively.	1	2	3
4. We distributed the work in such a way that everybody always had something to do.	1	2	3
5. We corrected each other's mistakes in a positive way.	1	2	3
6. We accepted our mistakes and corrected them when they happened.	1	2	3
7. We asked for help to our teacher and partners when needed.	1	2	3
8. We offered help to other groups when needed.	1	2	3

Activities I enjoyed:

Activities I had problems with:

Name: _____

Date: _____ Unit: _____

Product: _____

**Pair/Group Performance Evaluation
Final Product**

I. Read and circle according to your performance.

1. Excellent 2. Good 3. Poor

- | | | | |
|---|---|---|---|
| 1. Did we divide the tasks so everyone had something to do? | 1 | 2 | 3 |
| 2. Did we get organized to obtain the material to elaborate the product? | 1 | 2 | 3 |
| 3. Did we pay attention when a group member was speaking? | 1 | 2 | 3 |
| 4. Did we respect our agreements? | 1 | 2 | 3 |
| 5. Did we solve doubts among ourselves? | 1 | 2 | 3 |
| 6. Did we solve doubts with our teacher? | 1 | 2 | 3 |
| 7. Did we all participate to present our product to other groups/the class? | 1 | 2 | 3 |
| 8. Were we eager to help a group mate when he/she needed? | 1 | 2 | 3 |

Activities that helped me produce the product.

Activities that I enjoyed.

Performance in the show and tell activity:

Teacher's Criteria for Evaluation

Oral and Written Scale for Specific Tasks

Student's name: _____ Date: _____

Type of task: Oral () Written () Name of task: _____

Content

Organization and cohesion

Appropriateness of register and format

Accuracy and range

Target listener / reader

Scale: 3 90 - 100% 2 80 - 89% 1 70 - 79% 0 Below 69 %

Comments:

Teacher's Criteria for Evaluation

Dialog's Performance Evaluation

CIRCLE	Poor 1 pts.	Fair 2 pts.	Good 3 pts.	Excellent 4 pts.
Volume	Poor Student cannot be heard and makes no attempt to speak up.	Fair Volume is not always loud enough.	Good Student usually speaks loud enough to be heard.	Excellent Student speaks loudly enough to be heard easily.
Fluency	Poor Student is unable to speak or read through the dialog.	Fair Student speaks and reads with long pauses.	Good Student mostly speaks and reads fluently with few hesitations.	Excellent Student always speaks and reads fluently.
Pronunciation	Poor Student is unintelligible. Nothing can be understood.	Fair Pronunciation is not all clear and student is difficult to understand.	Good Most words are pronounced clearly and the student can be understood.	Excellent Pronunciation is clear and does not interfere with meaning.
Written Content	Poor Student is unable to use vocabulary and grammar correctly to construct an appropriate dialog.	Fair Vocabulary is not used correctly. There are many areas in sentence structure that interfere with meaning.	Good Student mostly uses correct vocabulary with few, if any errors in sentence structure. The dialog is clear and follows a sequence.	Excellent Student makes no errors in vocabulary usage or sentence structure. The dialog is well-written and practical.

SCORING: 16 - 15: A 14 - 13: B 12 - 11: C 10 - 9: D

Teacher's Criteria for Evaluation

Name: _____ Date: _____

Unit- lesson: _____ Activity: _____

Oral Presentation Evaluation

CIRCLE	Poor 1 pts.	Good 2 pts	Excellent 3 pts
Introduction	Poor Student did not give a clear and concise introduction of the topic, so the audience was confused about it.	Good Student gave a clear introduction of the topic, but the sense of the presentation was vague. The audience understood it.	Excellent Student gave a clear and concise introduction of the topic, so that the audience understood it.
Content	Poor Student failed to give complete facts and some were confusing as to how they supported the topic.	Good Student gave concise facts and was somewhat complete with explanations of how these facts support the topic.	Excellent Student gave clear and concise facts and explanations of how these facts support the topic.
Organization	Poor Student was unorganized in the delivery of this presentation. The flow of the presentation was unclear and confusing.	Good Student was organized in the delivery of this presentation. The flow of the presentation was somewhat clear.	Excellent Student was extremely organized in the delivery of this presentation. The flow of the presentation was clear and concise.
Language	Poor Student used poor sentences and pronunciation that detracted from the storyline and did not support the topic.	Good Student uses sentences and pronunciation that was mostly appropriate in supporting the storyline and topic.	Excellent Student used sentences and pronunciation that was appropriate in supporting the storyline and topic.
Delivery	Poor Lack of eye contact, poor voice volume, tone and pacing. Inappropriate gestures and movement, which detracted from the presentation.	Good Some eye contact and good voice volume, time and pacing. Some appropriate gestures and movement has supported the presentation.	Excellent Lots of eye contact. Great volume voice, tone and pacing. Have gestures and body movement which supported the presentation.
Overall Effectiveness	Poor Presenter was unenthusiastic, audience's attention showed disinterest and the purpose for the presentation was not achieved.	Good Presenter was somewhat enthusiastic and kept the audience's attention for the most part. The purpose of the presentation was mainly achieved.	Excellent Presenter was very enthusiastic, kept the attention of the audience the whole time and the purpose of the presentation was achieved.

SCORING: 18 - 17: A 15 - 13: B 12 - 10: C 9 - 6: D

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English Links 1 Teacher's Guide

Guadalupe Trejo

English Links 1. Teacher's Guide es un útil instrumento para la labor del docente, y puesto que cada página del libro del alumno representa una clase, la guía incluye un completo plan para cada día lectivo.

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