

# FLYING COLORS

SECONDARY

# 1

**Teacher's Guide**



 **Richmond**



**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA



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

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

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# FLYING COLORS

SECONDARY



## Teacher's Guide

Cecilia Barea



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*Flying Colors Secondary Teacher's Guide Level 1*

First Edition: August 2018  
Fourth Reprint: May 2021  
ISBN: 978-607-06-1541-2

© Text: Cecilia Barea Rodríguez  
© Richmond Publishing, S.A. de C.V.  
Av. Río Mixcoac No. 274, Col. Acacias,  
Benito Juárez, C.P. 03240, Ciudad de México

Publisher: Justine Piekarowicz  
Editorial Team: Jacaranda Ruiz, Griselda Cacho, Jennifer Patiño  
Design Team: Karla Avila, Daniel Mejia  
Pre-Press Coordinator: Daniel Santillán  
Pre-Press Team: Susana Alcántara  
Cover Design: Daniel Mejia  
Cover Photograph: © Shutterstock.com

Illustrations: José Felix León Coronel pp. 4, 6, 8, 10, 11, 12, 13, 14, 15, 17, 19, 20, 22, 25, 26, 43, 44, 45, 138, 104, 164, 174, 177, 180, 198, 201; Gilberto Guzmán Vázquez pp. 9, 29; Sergio González Mora pp. 16, 32, 48, 64, 80, 100, 112, 144; 160; Francisco Javier Montiel Ponce p. 24; Ana Luisa Alcántara Torres, 36, 45, 46, 189; Victor Montaña Vaca pp. 52, 62, 63; Mayra Alvarado López, 48, 132, 134, 137, 139, 150, 158; Isabel Arnaud Jiménez; 54, 61; José Luis Ramírez Ochoa, 58, 59, 102, 108; Velvet Elizabeth Ramírez Marchena, 68, 70, 72, 73, 74, 75, 76, 77, 78, 79, 84; Delfaa Mayari Barragán Aroche, 86, 88, 90, 91, 92, 93, 169; Isaac Mauricio Vega Betancourt, 95, 96, 105, 107; Guillermo Prestegui de Jesús, 108; José Luis Ramírez Ochoa, 108, 183, 186, 192, ; Alma Julieta Nuñez Cruz (Grupo Pictograma), 118, 122, 127, 195; Óscar Gerardo Acevedo Osorio, 105, 152, 153, 154, 155, 156, 157, 158, 159, 170, 173; Fernando Recillas Maya, 136, 137, 138, 139, 140, 141, 142, 143, 172

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Printed in Mexico by  
Corporación en Servicios Integrales de Asesoría Profesional S.A. de C.V.  
Calle E No. 6, Parque Industrial Puebla 2000,  
C.P. 72225, Puebla, Pue.

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## **Welcome to *Flying Colors!***

This year, with the help of this book, you and your students will go on a fascinating trip around the English-speaking world. Together with your students, you will fasten your seatbelt, take off and, while in flight, teach them how to speak, read, write and read in English. In this way, a world of amazing stories, fun activities and new information will open up to all of you!

On landing, students will begin to use everything they learned in the unit, applying their newly-acquired abilities to projects. They will be performing dialogues, planning an itinerary, making forecasts and more!

At the end of the year, students will be able to speak English better and will be ready to pass their assessments with "flying colors"!

# Introduction



What is the purpose of education?

What kind of education is needed in the 21st century?

Are we educating only to meet requirements and pass testing or to achieve a successful and happy life?

“...Education must harmoniously develop all faculties of the human being...”

Artículo 3. Constitución Política Mexicana

**T**oday's society is highly technological, culturally diverse and interconnected. To grow and succeed in this context, children require an education with a global and long-term vision, with the purpose of raising reflective, empathic, persevering, creative, happy and satisfied human beings.

The main purpose of the Modelo Educativo para la Educación Básica Obligatoria, *Educación para la Libertad y la Creatividad* is to provide all boys and girls, without exception, with a high-quality education, based not only on the accumulation of information, but also on the acquisition of key knowledge and skills that will enable them to face the social, climatic, economic and cultural challenges the world presents and, above all, to have a happy and successful life. This educational model is the result of a reform in the educational system oriented on 5 key axes at the core of which are the children, for the benefit of whom all the efforts are directed.

## Five Axes of the Education Reform

**Axis 1. Curricular approach. A change in the way of teaching and learning.**

The pedagogical approach is based on learning methodology, not on memorizing facts. Students will learn to analyze, think creatively and solve problems so that they will be able to make the world a better place for themselves and future generations. The curriculum progresses from pre-school to secondary education, developing key knowledge and skills as well as scaffolding that will allow students to be life-long learners.

**Axis 2. School at the center.**

Schools will have greater autonomy of management and be encouraged to adapt the curriculum for the needs of their students and community.

Schools will be supplied with the necessary human, technological and material resources to provide a high-quality education.

**Axis 3. Teachers' professional training and development.**

Teachers provide students with guidance and inspiration. Teachers will be trained and evaluated in order to help them become better professionals. The Servicio Profesional Docente is the career development system for teachers, and is based on merit and performance.

**Axis 4. Inclusion and equity.**

Education should reach all children regardless of their socio-economic status, gender, ethnicity, language, skills or disability.

**Axis 5. The governance of the educational system.**

This refers to the effective coordination of all actors involved in the education process, the Federal Government, Educational Authorities, INEE, SNTE, teachers, parents, the legislature power and civil society.

## ***Flying Colors Philosophy***

*Flying Colors* is an innovative program for secondary school students. The focus of this program is social interaction and communication as well as reflection and development of analytical skills. The core idea behind this program is that learning is a process.

*Flying Colors* puts students at the center of the learning process and gives you, the teacher, all the necessary tools to help your students consolidate English they have learned in elementary school, and master some of the harder aspects of the language: understanding cognates, inferring meaning of words from context, paraphrasing, using punctuation correctly, etc.

We realize that some of the learning objectives are easier to achieve for some students than others. We have made sure to organize the *Flying Colors* program in a way that allows students to learn, practice and apply their knowledge.

For you, the Teacher's Guide is a source of ideas to make your classes more interesting and more challenging. The Teacher's Guide includes a vast number of additional resources, including *mindfulness* activities to help students focus their mind on the present moment and to become better learners and happier human beings.

Furthermore, we have included a list of useful websites to help enrich your classes and give your teenage students access to technology, an indispensable element in their lives. Innovative ideas make for great teachers and excellent students!

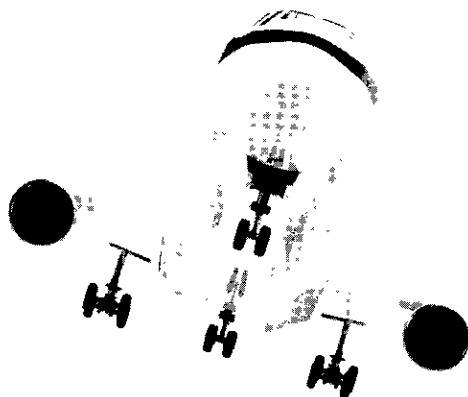
## **Methodology**

The purpose of the program is for students to acquire the necessary abilities and knowledge to communicate in a natural way. Students learn to interpret and produce contextualized oral and written texts. This is to say that they are taught to do what native speakers do, use the language as a means of communication.

*Flying Colors* works around three environments: *Family and Community*, *Literary and Ludic* and *Academic and Educational*. Each environment helps students develop a variety of skills and abilities. The *Family and Community* environment opens up a space for students to communicate using the language; The *Literary and Ludic* environment gives students opportunities to read and understand interesting stories and have fun using the newly-acquired language in games, dialogues and role-plays; the *Academic and Educational* environment teaches students how to search for and apply relevant information and how to follow and interpret instructions. In *Flying Colors* we alternate the environments throughout the units so that students are able to have different experiences every month.

*Flying Colors* exposes students to real-life situations and texts relevant to their reality. For young people, being able to relate the topics to their lives is vital in order for the learning to become meaningful.

*Flying Colors* takes advantage of the social practices of the language and turns them into activities that are developed in real communicative situations relevant to students' lives.



# Structure of the Series

*Flying Colors* consists of ten units. These are divided into three school terms:

Term 1: Units 1-4

Term 2: Units 5-7

Term 3: Units 8-10

At the end of each term, you can formally evaluate your students' progress. See Teacher's Guide Section on page viii for further information.

As we mentioned before, each unit belongs to one of the three environments proposed in the official SEP program, published by the Ministry of Education, and focuses on the skills and strategies required to fulfill the objectives of each unit.

## Student's Book

The main component for students is the Student's Book. It is a source of countless activities that help them learn the necessary language to become more accurate and fluent speakers of the English language.

Each unit of the Student's Book is organized in the following way:

### Fasten Your Seatbelt!

This section marks the opening of the unit with an illustration that introduces the topic of the unit. Here you will also find a list of the goals students should aim to achieve by the end of the unit.

Furthermore, you will find a reference to the mindfulness practice that promotes students' emotional development.

### Take Off

This introductory page offers not only a variety of tasks to activate students' prior knowledge related to the topic, but also activities that will help students predict what they will learn throughout the unit. This is the moment to put their imagination to work!

### In Flight

This is the main section of the unit. It consists of a series of presentation and practice activities that will gradually lead students into acquiring the vocabulary, skills and necessary strategies to complete the final product at the end of the unit.


### Landing

In this section, students work together on a final product or project, bringing together the skills and language acquired throughout the unit. It also includes a section of reflection about their performance as a team, as well as a series of can-do statements to assess their own learning.

## Features of each unit

It is worth mentioning that besides the strictly language-related aspects of the topic, you will also have an opportunity to talk about values, cultural differences and much more. Let's look at some of the features of each unit:

### Audio Program

*Flying Colors* comes with an audio program. The variety of activities will help students develop their listening skills and strategies. Furthermore, the models provided by native speakers will help students improve their pronunciation skills. Students will find a reference to each audio on the corresponding pages by means of this icon .


### Pronunciation Stop


This is an activity to help students master their pronunciation skills by listening to and imitating the models set by native speakers.

### Glossary

Whenever key vocabulary is being taught, the words are highlighted and definitions are included in a glossary on the same page. This makes students' learning much easier. It is recommended that students use the glossary while reading the texts.



 to form a hole by moving soil

 an object with short pieces of stiff hair, plastic, with a handle, used for cleaning or arranging your hair

### TIC links

Each unit includes a reference to a website by means of a URL and a task for students to complete. The purpose of this section is for students to use a digital tool to construct knowledge and make meaningful learning experiences for themselves and others. If your school has access to computers, you can visit the websites during the English class.

Visit this site about dialogues

<https://www.youtube.com/watch?v=...>

Work with your classmate. Read the information and choose some possible phrases you can use to perform your dialogue. Watch the video, it can help you with intonation and pronunciation.



## The Portfolio

The Student's Book also includes tips as to which activities can be included in the students' portfolios. You'll identify these by means of this icon .

## Mindfulness

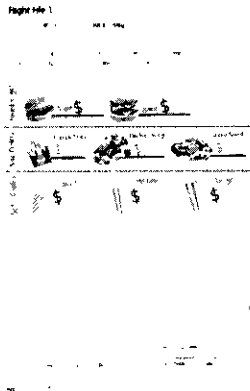
*Flying Colors* offers a set of simple mindfulness practices that will easily and naturally decrease stress in the classroom, help students focus attention on what they are learning and improve the interaction between peers by promoting respect and collaboration. You will know when to carry out these activities whenever you see this icon .

## Additional sections

At the back of the Student's Book, students will find additional sections that will provide more practice and tools to help students learn.

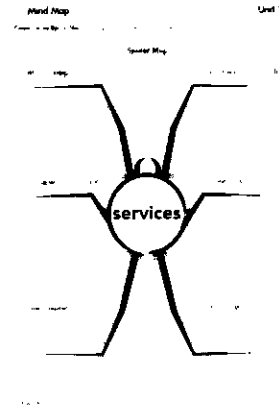
## Flight Files

These worksheets offer additional practice of the language taught in the unit. They include a variety of activities to do in pairs or individually. Students will find a reference to each worksheet on the corresponding pages by means of this icon .



## Mind Maps

Mind maps are a great tool to organize students' ideas. In every unit, there is a mind map which purpose is for students to collect information and develop a subproduct. This, together with the collection of evidence template, helps students prepare for the final product in the Landing section. Students will find reference to each mind map by means of this icon .



## Collection of Evidence Template

For each unit, there is a collection of evidence template. Each template includes specific tasks for students to develop a subproduct. This, together with the mind map, helps students prepare for the final product in the Landing section.

## Bibliography

Here students will find a list of books recommended to broaden their knowledge about any given topic. The list of suggested websites is also included here to facilitate access to online resources.

## Teacher's Guide

The Teacher's Guide has been developed with the knowledge that there are teachers with little teaching experience, as well as teachers with many years of experience. It offers a step-by-step outline for how to work through every lesson. Therefore, the primary aim of the Teacher's Guide is to provide teachers, whatever their background, with guidance and suggestions so that they can create successful lesson plans that fulfill their students' needs. In this way, even the least experienced teacher can teach each lesson successfully, and more experienced teachers can make use of those activities in the guide that are suitable to their context, with the freedom to deviate from the Teacher's Guide as they see fit.

Every Teacher's Guide page includes a reproduction of the corresponding Student's Book lesson for your convenience. The Answer Key to the activities is included at the back of this Teacher's Guide.

In each unit, there is a *Collection of Evidence Template*. Each template includes specific tasks for students to carry out a subproduct at some point of the unit. This will help them prepare for the Final Product. You will find a copy of these templates at the end of each unit.

In order for you to be able to evaluate your students at any stage of the month, we have included photocopiable *Evaluation Instrument* pages with suggestions on how to assess your students' performance. You can use the suggested aspects to evaluate a few selected students (between 5 and 7) or to evaluate all of them, depending on the size of your class and the time you allow for the evaluation process.

As part of the summative evaluation, we have included one photocopiable assessment per unit. For each unit, there is a one-page photocopiable assessment at the back of this Teacher's Guide. This assessment guides students to transfer onto paper what they have learned during the unit. It focuses on language and/or the skills developed throughout the unit. When using the assessments, follow these steps:

1. Make a copy of the assessment for every student.
2. Read all the instructions out loud and make sure everyone understands what they have to do.
3. Get students to work on the assessment individually.

Apart from formal written assessments, you can evaluate your students' progress in a variety of ways:

- careful analysis of their work, including homework
- informal oral evaluation as students are working
- observation and systematic record-keeping of learners during everyday classroom activities
- a portfolio with a collection of each student's work
- self-assessment by learners

Apart from the assessments carried out every month, there is also one summative assessment for each term:

Assessment Term 1— (1-4)

Assessment Term 2— (5-7)

Assessment Term 3— (8-10)

Keeping in mind students' emotional development, we have added suggestions for mindfulness activities in each unit. In the Teacher's Log section, you will find a detailed description of the *Mindful Activity* suggested for each unit. You can learn more about mindfulness and its benefits on page xviii.

The Teacher's Guide also includes sections with suggestions of games to play (Game Bank) and activities to carry out using the posters (Poster Activities). Posters can be found in digital format on the Digital Component.

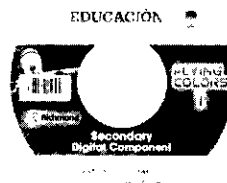
## Digital Component

### Audio Program


*Flying Colors* comes with an extensive audio program. The wide variety of activities included on the Digital Component will help students develop their listening skills and strategies. Furthermore, the models provided by native speakers will help students improve their pronunciation skills.

### Posters

The Digital Component also includes a series of digital posters, one per unit. You can use these to present or review vocabulary or grammar or to play different games. You will find some activities on how to exploit the posters on page xi.



## Fiction and Nonfiction Reader

The series includes a separate component with a selection of fiction stories and nonfiction texts. Each text is somehow related to the topic of the unit. The readers contain pre-reading, while-reading and post-reading activities to help you exploit the texts and to help students check their level of comprehension as well as expand their vocabulary. In the Teacher's Guide, you will find suggestions on when to use this component within each unit. You will identify the reference to this by means of this icon .

# Game Bank

## Vocabulary Games

### Category Dictation

Ask students to draw four columns in their notebooks and give them a category for each. Then dictate a series of words that they have to sort into the categories: *Literary genres/Places/Materials/Animals*. Examples of words to sort out: *theater, myth, museum, library, wood, crocodile, fable, plastic, horror*, etc.

### Codes

Write the following key on the board:

A	B	C	D	E	F	G	H	I
38	15	67	13	40	25	65	11	20
J	K	L	M	N	O	P	Q	R
67	42	30	50	72	54	98	24	47
S	T	U	V	W	X	Y	Z	
93	75	14	56	14	82	50	56	

Dictate the following: 15-54-38-75. Ask a volunteer to decode the word: *boat*. Have students encode a word they recently learned and write it in their notebooks. Divide the class into small groups. Tell students to take turns decoding their words.

### Crossword

Write a word in the middle of the board. Ask students to think of a word that shares a letter with that word and that is related to it: *tree, leaves, flowers, root, trunk*. Invite a volunteer to the board to write it. Continue building up a crossword, alternating between horizontal and vertical words. See how many words the class can think of in five minutes.

### How Many Things Can You Think of That...?

In pairs or groups of three, students think of and write down as many things as they can that fit the given definition. After two minutes, elicit all the ideas and write them on the board, or have a competition to see which group can think of the most items: *How many things can you think of that are fun? ... are boring? ... make noise? ... are made of wood? ... you can use to travel?*

### Making Sentences

Divide the class into small groups. Have a student say a word. Encourage students to add words at either the beginning or the end to make sentences:

*Eat – eat pizza – I eat pizza and – I eat pizza and drink – I eat pizza and drink soda.*

The student who finishes a sentence can say *period* and begin a different one.

## Language Games

### Correcting Mistakes

Write some sentences on the board that have deliberate mistakes in them. Divide the class into small groups. Tell them to correct the sentences. The winner is the group that corrects the sentences first. Ask volunteers to correct the sentences on the board.

### Disappearing Text

Write a long sentence on the board. Have students keep their eyes closed while you erase some of the words. Read the incomplete sentence aloud. Ask what the missing words are and write them again. Focus either on grammar or on vocabulary: *She \_\_\_ playing in the \_\_\_\_\_.*

### Scrambled Sentences

Choose two sentences from the Student's Book. Write them on the board with the words scrambled. Divide the class into two groups. Have a student from each group come to the front and unscramble one sentence. The first student to finish wins a point for his or her group. Repeat the procedure as many times as possible. The group with the most points wins the game.

### Words and Sentences

Copy the chart below on the board.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
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				

Divide the class into small groups. One student says the number of a column and the others write words that begin with any corresponding letter: *Two – ball, long, vet*. Then ask students to use those words in a sentence. Award a point for every correct and logical sentence. Repeat the procedure with different volunteers. The group with the most points wins the game.

# Game Bank

## Just For Fun

### Chinese Whispers

Get students to form two lines facing the board. Whisper a sentence, phrase or question into the ear of the first student in each line. These students then turn and whisper what they heard into the ear of the student behind them. The whisper is passed on until it reaches the students at the end of the lines. Those students say what they heard aloud.

### Find It Fast!

**Materials:** Two flyswatters, index cards with sample language items of the unit

Attach the index cards onto the board in random order and place the flyswatters on the floor in front of the board. Divide the class into two groups and stand in two lines at the board. The first student in each group takes a flyswatter. Say, spell or describe a language item from one of the index cards. The first student to hit the right item on the board wins a point for his/her group. Then the two students go to the back of their lines. Play until all students have participated at least once. The group with the most points at the end is the winner.

### Guessing Game

Pretend to be a famous person, an animal or an object. Students guess who or what you are by asking *Yes/No* questions: *Are you a liquid? Are you a medicine? Are you an actor/an actress?* Give students a limited number of guesses.

### Hangman

Choose a word and, on the board, draw a blank for each letter. Next to these, draw a noose. Ask students to say the letters — one at a time — they think are in the word.

Each time they guess correctly, write the letter in the corresponding space. If the guess is incorrect, begin drawing a stick figure under the noose and write the wrong letters off to one side. Explain that the game ends when they guess the word or when you finish drawing the man.

### Ten Things

Encourage students to write down ten items related to a topic: *Ten things you would like to see. Ten things you like about animals. Ten places you would like to visit. Ten activities you liked when you were five.* Have students share their lists in small groups.

## Activate Your Brain

### Body Xs

Ask students to stand up, close their eyes and breathe regularly. Ask them to imagine a big X crossing from their shoulders to their hips. Have them picture a big X painted on the floor. Encourage them to concentrate on the center of the Xs and watch the ends grow blurry in their mind's eye. This exercise activates binocular vision, whole-body coordination and concentration.

### Calf Pumps

Invite students to stand an arm's length away from a wall. Ask them to place their hands against the wall, shoulder-width apart. Have them extend their left leg straight out behind them so the ball of their foot is on the floor and their heel off the floor. Encourage students to exhale, leaning forward against the wall while also bending their right heel against the floor. Ask them to inhale and raise themselves back up while relaxing and raising the left heel. Ask them to do the movement three times, then change to the other leg and repeat. This exercise helps with concentration and attention.

### Energy Boost

Ask students to sit on their chair facing their desk. Have them put their hands, palm down, on the desk and rest their forehead between their hands. Ask them to breathe out all the tension. Tell them to gently breathe in as they lift their head, forehead first, and then their neck and upper body. Encourage them to keep their shoulders and lower body relaxed. Finally, have them exhale as they tuck their chins into their chest and lengthen the back of their neck. This exercise improves listening comprehension, speech and language skills.

### Foot Flexing

Invite students to pull their chair away from their desk and sit with one ankle resting on the other knee. Ask them to touch their midcalf and visualize the muscles, tendons, bones and veins. Tell them to massage their calf while flexing their foot continuously. Have them repeat with the other leg. This exercise fosters the ability to complete tasks, improves expressive speech and language skills.

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1

# Poster Activities

## Presentation

Ask the class to look at the poster and notice what is going on. Model language and have volunteers point to specific words in the poster. Practice pronunciation and check concepts by switching the order of words or pointing to incorrect words so that your students correct you. Have some students be teachers and conduct the activities with their classmates.

## Picture Dictation

Before showing the poster to your students, ask them to take out a sheet of paper and draw what you describe (a part of the poster or a character). It is important that students identify vocabulary such as *in the middle of...*, *at the top / at the bottom*, *left / right*, etc. When you are describing the picture, it is best to describe one object at a time slowly and to repeat each description two or three times. Make sure you give students enough time to finish drawing one object before you move on to the next object. It is a good idea to walk around and look at what students are drawing so that you can see how well they understand your descriptions. Then you can adjust your descriptions appropriately and give students any support they need. When you show the poster, have students compare what they drew and see if it is similar.

## Search and Spot

Divide the class into teams of four and give each team magnets or stickers to cover the items they find on the poster as you mention them. You can have a race to see which team finds the items first.

## Find Items Beginning/Ending With...

To practice letters or sounds, instruct your students to tell you about items beginning/ending with a specific sound or letter they can see in the poster.

## How Many Can You Find?

To practice numbers, ask your students to count specific items in the poster.

## Choose an Item

Have a student choose an item from the poster and keep it secret. Others can guess what he/she has chosen by asking questions that can only be answered with *yes* or *no*. Limit time and number of questions.

## Place In Alphabetical Order

Direct students to order alphabetically a category of words: *animals, signs, buildings, colors*, etc.

## Make Up a Story

Place five counters on the poster. Have students make up a short story which includes the items covered by the counters.

## Copy the Poster

Ask students to draw a copy of the full poster in their notebooks and write the meaning of some items next to them.

## Create a Poster

Divide the class into five teams. Display the poster and ask students to create another version of the poster on a large piece of cardboard.

## Running Dictation

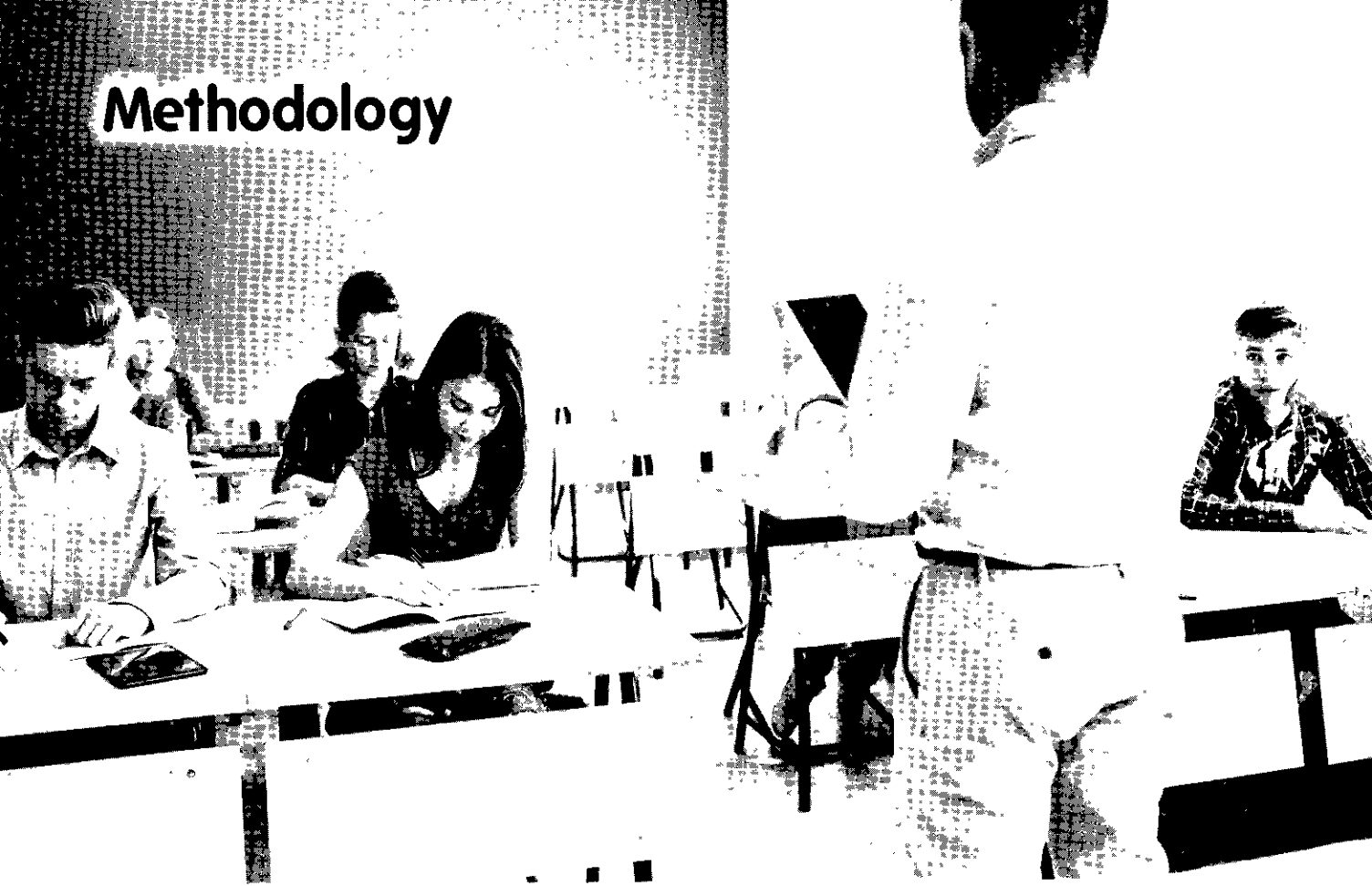
Divide the class into teams of three. Every team has a designated drawer/writer. The drawer/writer should not be facing the poster. The other two members are runners. Write two to six questions or drawing tasks on a paper and show them to the runners. The runners should take turns looking at the poster closely to find the information to answer the questions. Once they think they can remember the information, they go back to their drawer/writer and dictate the information or describe the picture to him/her. He/She writes the answers or draws what is needed.

## What Is Missing?

Show students the poster for 30 seconds. Ask them to close their eyes and try to memorize the images on the poster. Have them open their eyes and write down or draw as many things as they can remember.

**Optional:** Allow students to look at the poster for 10 seconds once again and add to their lists or drawings. Finally, show the poster again so they can compare it with what they wrote or drew.

# Methodology



## Lesson Planning

Lesson planning is an important skill for a teacher. A good lesson plan provides structure for the lesson and holds all of its elements together. When a teacher spends time thinking about what to teach and how to teach it, he or she can step into the classroom with confidence, ready to meet the challenges of the day. This contributes greatly to the effectiveness of the lesson.

### **Planning helps us to stay on track and make the most of class time.**

A well-planned lesson provides the teacher with a clear sense of direction and a route to follow in order to reach that destination. It is easier to stay on task when one has a lesson plan to refer to. Since much of the work of teaching is done through planning, a lesson plan affords the teacher the in-class time to dedicate his or her mental resources to gauging students' understanding of the material and providing more meaningful feedback.

### **Planning allows us to anticipate and solve problems before they happen.**

By clarifying the wording of instructions, identifying hard-to-find answers in an activity, or even assigning specific pairs or groups for collaborative work, we can prevent problems and disruptions. More importantly, we can check that the topics and activities in the lesson are appropriate to learners' ages and abilities, that the aims are achievable, and that those activities will contribute to the achievement of those aims.



### **Planning provides a useful record of what has been covered.**

It is a good idea to file your lesson plans in a folder. This allows you to see at a glance the extent to which you are covering your program and what you need to focus on in lessons to come. Also, you may find it useful to look back at your lesson plans when you need to design tests or evaluation instruments; it is easy to convert the main aims, or learning outcomes, from each lesson plan into a list of topics or areas to test. It can also be a good idea to make comments on your lesson plans after teaching the class to serve as a reminder of which topics students found difficult and which areas will need more review.

## The Contents of a Lesson Plan

There are many possible formats for lesson plans, but most share the same basic sections. There is usually information that contextualizes the lesson: a description of the students in a class profile and an explanation of what they have learned recently (lesson fit). There is often a statement of the primary aims and objectives, as well as of the secondary aims, which the lesson is meant to develop.

There are reminders for the teacher: materials and resources that will be used in the lesson, as well as activity steps and notes, and the homework the teacher will assign. In addition, many lesson plans have a space for the teacher to add comments on how the lesson went.

### Lesson Context

A lesson plan should include the context of the lesson: the class profile and the lesson fit. A class profile is a brief description of the main characteristics of the group. It usually includes information about the number of students along with their age or grade level, language level, overall strengths and weaknesses, and anything else that might help the teacher to customize the lesson in planning and delivery. The more we know about our learners, the easier it is to prepare learning activities that meet their particular needs.

In the lesson fit section of the lesson plan, we indicate how this lesson relates to previous and subsequent lessons. Here, we include our assumptions about the knowledge and skills learners bring with them to the lesson. We also state how the language or topics of the lesson will be developed in future lessons. This information is also useful in the event that there is a substitute teacher who is not familiar with your group: *does a particular student need to sit closer to the board? Are students easily distracted because class is at the end of the day? Are students familiar with this vocabulary set? Have they worked with the past tense before?*



### Learning Outcomes

Learning outcomes are perhaps the most important aspect of our lesson plan, since these provide us with a goal, something specific to focus on and develop. We should, by the end of the lesson, be able to look back at these aims and evaluate how successful our lesson has been: *were the desired outcomes for the lesson achieved?*

In order to write a good learning outcome or aim, start with these questions:

- What task or action will the learner be able to do?
- What language or skill will the learner use?

We start our learning outcome by saying, *“Learners will be able to...”*

After that, we list the action or task and the target language (or vice versa):

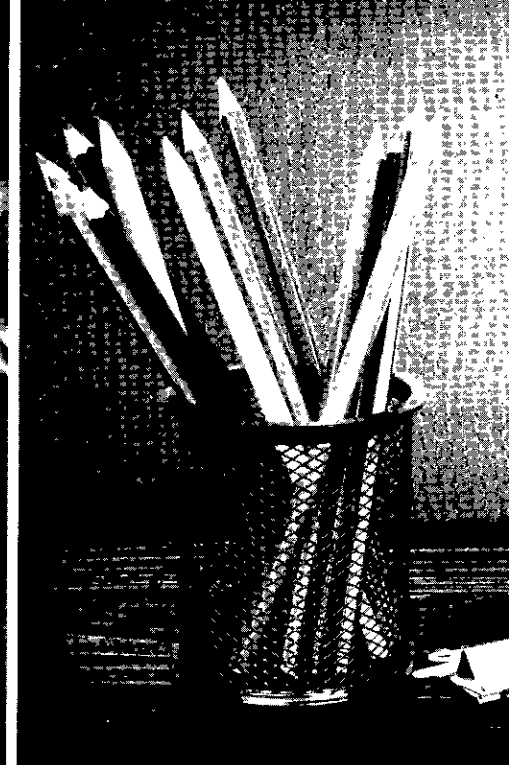
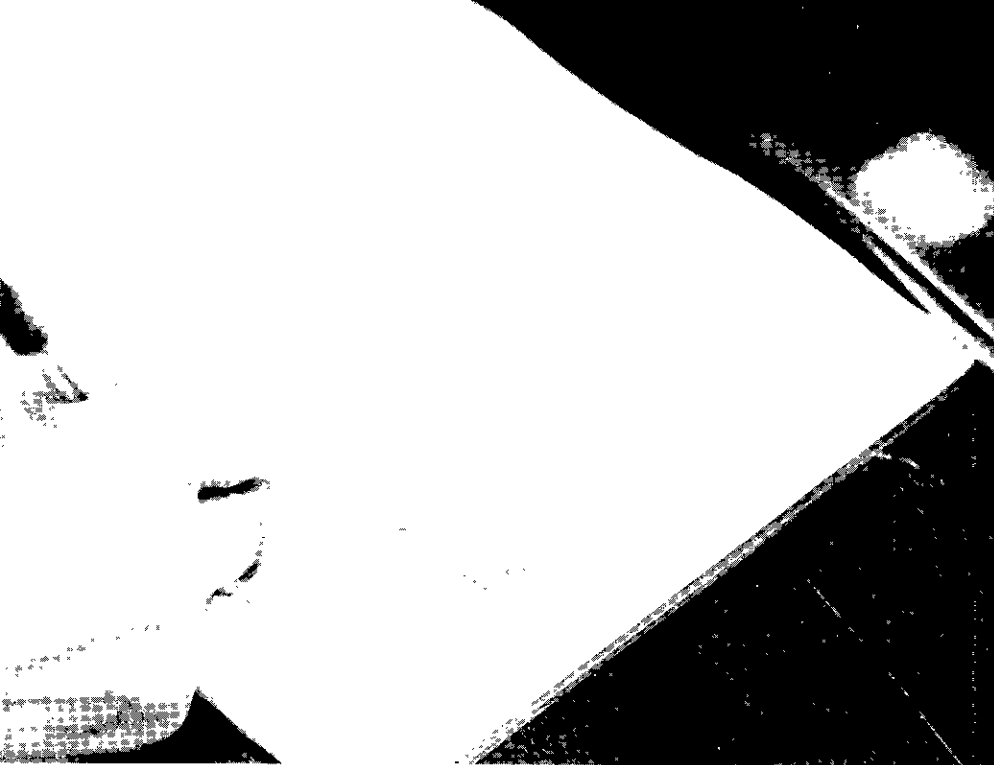
*Learners will be able to describe a scene at the restaurant using the present continuous.*

or

*Learners will be able to use the present continuous to describe a scene at the restaurant.*

It is important to remember that learning outcomes are written in terms of learning and not teaching. After all, the primary purpose of the lesson is for the student to learn, not for the teacher to practice teaching.





## Secondary and Personal Teaching Aims

Secondary aims indicate areas of knowledge or sub-skills that will be developed during the lesson, usually as a step towards achieving the overall learning outcome:

*Students will review action verbs.*

*Students will learn how to make affirmative and negative sentences with the present continuous.*

Not all secondary aims will be directly linked to the overall learning outcome of the lesson, however. Sometimes our purpose for including an activity in the lesson is for affective reasons: to develop positive social values, to work on other non-linguistic objectives, or to motivate learners. Examples of this type of secondary aim might be:

*Students will learn about tolerance and acceptance.*  
(a value activity)

*Students will practice following multi-step instructions.*  
(cognitive development)

*Students will celebrate their hard work on a recent project.*  
(motivation; reward)

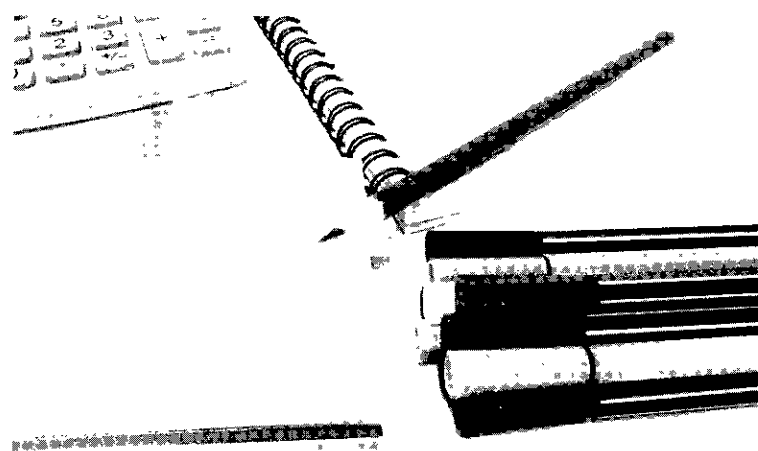
The teacher can also include personal aims. These aims are phrased with the teacher (as opposed to the learners or students) as the subject, and serve to contribute to professional development:

*Improve the organization of my board work.*  
*Give clear instructions.*

## Materials and Resources

Even the best lesson plan can fall apart in the classroom if the teacher forgets to bring the materials. Including materials and resources as a part of the lesson plan is a helpful reminder that can be used as a checklist to ensure that the teacher has everything before going into class: photocopies of a particular worksheet, dictionaries, CDs or other media, equipment such as a CD or DVD player, flashcards, dice, and materials learners will need.

As a note, it is common for teachers to depend heavily on one type of tool or resource: photocopies, flashcards, or even the board. It is good to try to expand your pool of materials and resources in order to keep your lessons interesting to students. This also builds your versatility as a teacher.







## Activities and Steps

This section of the lesson plan will be the most extensive. It is usually subdivided into lesson stages, such as opening, presentation, practice activities, and closing. For each stage, we need to list the steps the teacher will follow and an estimate of how much time the activity will take. It can be helpful to write task instructions, example sentences, and comprehension questions in advance.

You may also want to include the criteria for assessing students' achievement of learning outcomes and aims. Most importantly, you want to make sure the activities in your lesson actually work. In order to do this, you have to read through the activity steps and imagine yourself following them in class. This should help you to anticipate problem areas and determine solutions while you are still making your lesson plan, and it may keep your lesson from running into problems later on.

When the teacher puts together a series of activities and their steps, he or she is aiming for a variety of activity types, a mixed pace or rhythm to the lesson, a balance between new learning and consolidation work, and a general sense of cohesion between one activity and the next.

## Homework

Homework is a useful way to have students consolidate new language they have learned in the lesson. It can also be used as an opportunity for students to review content from a previous lesson in preparation for the next class. Make sure to include a way to check or collect homework during the subsequent class.

## Comments on the Lesson

This is a space on the lesson plan where the teacher can note the things that went well and the things students had trouble with. It's also a good place to write your ideas on how you would do the lesson differently in the future. (Even if you do not plan to teach the lesson to a different group in the future, this way of thinking can help you to improve your planning for other lessons.)

## Keeping a Teaching Diary

Some teachers like to expand on this record of their classroom practice by keeping a teaching diary, a reflective account of each lesson. This can provide useful information when it comes to designing evaluation instruments and preparing students for evaluation; it can also be a powerful tool for self-evaluating teaching practice and bringing about pedagogical change.

## Lesson Format

The way a lesson plan is formatted is a matter of personal preference; you may already have your own preferred way of formatting your lesson plans, or your school may have an established model that teachers are required to use. Whatever you use, it should be easy to follow; you should be able to find your place at a glance. Highlight key information such as page numbers, model sentences, or questions and answers. If your school does not have an established lesson plan format, you may want to use the Lesson Plan Template on page xvii.

## Using Supplementary Materials

Many teachers use and adapt course books as their main teaching materials. However, it is often necessary to provide extra activities or materials. These supplementary materials bridge the gap between what the students need (or what the program requires) and what is available.

## Using and Adapting Ready-Made Materials

It is often possible to find ready-made teaching materials from other teachers, from other course books, or from educational websites. The difficulty level should be similar to your usual materials and the activities should clearly contribute towards the desired learning outcomes.

There are a number of websites that provide free lesson plans and printable worksheets, or, if computers are available in the classroom, online activities. There are countless other resources available if you search for them, but choose your sources carefully. Most sites require registration, and some will use your contact information to send you unwanted updates and advertisements. Consider signing up with a spare or disposable email account. Avoid websites that require payment.

## Designing Activities from Scratch

In the event that you must create your own activities, it is best to keep things simple. In many cases, you can create activities that do not require materials: speaking and writing prompts are a good example. In some cases, you can bring in a picture or an object to start off a discussion. Consider, for example, that you want to incorporate a meaningful communication activity on *likes* and *dislikes*. Bring in some food items that you know students will either like or dislike: mustard, mayonnaise, chocolate syrup—whatever you have on hand. You don't need to buy anything. Display the items and students will readily use the target language. You can even use these items to expand students' language to express shades of meaning: *I love* (chocolate syrup)! *I hate* (mustard).

You can write a limited number of examples on the board for students to copy in their notebooks. (Just avoid having them copy large amounts of information, because class time is better spent doing activities.) The trick to thinking up a good speaking or writing prompt is to identify ways people use the target language or skills in real life, and to choose one way that will be of particular interest to your set of students.

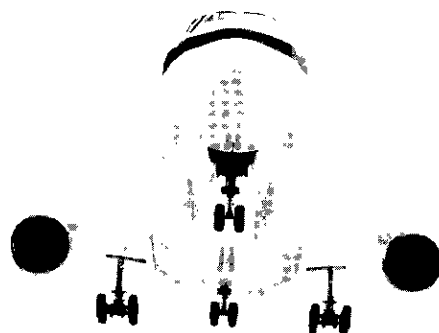
On some occasions, you will need to provide students with reading or listening texts or practice exercises. You may be able to choose an activity from a different course book. This is ideal for listening and reading activities, because the texts are designed for language learners. You can also use a book text for a purpose that is different from how it is used in the course book. Use an audioscript for reading comprehension. Use a text for examples of a grammatical form. Use a comprehension activity to teach dictionary skills.

Whatever you do, make sure that it fits with your learning outcomes and aims.

Authentic materials—from news articles, menus, or even YouTube videos—can be exciting for learners to work with, and students can benefit from additional reading and listening. Choose topics or sources that are interesting to students. Ideally, students can visit Internet sources in class, but if necessary, printouts and photocopies can be made.

You can use authentic texts for:

- reading comprehension activities: choose the main idea, find specific information, identify the author's opinion, etc.
- listening comprehension activities: true-false statements, listen and mark the topics you hear, listen and number (a sequence in a narrative or steps in a process), etc.
- strategy-building activities: making predictions about a text based on the title and pictures, guessing meaning from context, knowing when and how to use a dictionary, etc.
- authentic tasks: ordering food from a menu, choosing which video game to buy based on reviews, giving your opinion about a product or idea, etc.



# Lesson Plan Template

<b>Teacher</b>	<b>Course Information</b>	<b>Materials</b>
<b>Class Profile</b>	<b>Lesson Fit</b>	
<b>Achievements</b>	<b>Secondary &amp; Personal Teaching Aims</b>	
<b>Time</b>	<b>Opening</b>	<b>Anticipated Problems &amp; Solutions</b>
	<b>Activities</b>	
	<b>Closing</b>	<b>Comments</b>
<b>Homework</b>		

# Mindfulness



## The Importance of Students' Socio-Emotional Development

For the first time, students' socio-emotional development is included in the educational curriculum. Until a few years ago, cognitive and emotional processes were considered as two separate areas. Nowadays, science gives strong evidence that they complement each other, and that both are needed to enhance personal and professional success.

Socio-emotional skills are inherent to all human beings and involve the development of executive functions of the brain, which provide the ability to:

- focus attention on the task
- reason, take perspective and think flexibly
- solve problems
- adapt to change
- regulate emotions
- feel empathy
- be a team worker

The mastery of these skills is related to academic, personal and professional achievements; physical and mental health; low stress levels and high levels of well-being; satisfaction and happiness. Like all human abilities, they can be taught and strengthened through everyday tasks such as exercising, playing a musical instrument, participating in debates, story-telling, etc. All these activities regulate stress and encourage patience, perseverance, stillness and consciousness.

Stress management is fundamental to the development of executive functions. Research in education, psychology and developmental neuropsychology has proved that stress has negative effects on the brain's executive functions and therefore on learning and performance. Teachers and students may come into the classroom stressed out by factors such as workload, problems at home, hunger, emotional neglect, worries or abuse. Under these circumstances, it is difficult for meaningful learning to happen. It is necessary to create the right conditions for learning. Just as athletes warm up their bodies before competing and musicians tune their instruments before playing, the mind must tune in to paying attention and getting ready to learn.

The practice of mindfulness is effective in promoting calmness and stillness of mind and in stabilizing and focusing the attention—essential conditions for learning.

We are a team dedicated to making sure students have the optimal conditions for learning a second language. We feel responsible for the education of young Mexican students and, for that reason, we have incorporated in *Flying Colors* ideas for the practice of mindfulness to boost the functions of young brains and to support teachers in creating a positive classroom environment that fosters the love of learning.

## So... What Is Mindfulness?

"The faculty of voluntarily bringing back a wandering attention, over and over again, is the very root of judgment, character and will. An education which should improve this faculty would be the education par excellence." *William James (1842–1910)*

Have you ever been taught how to pay attention?

Do you know that attention is a human skill that can be taught?

Have you realized that focused attention makes a happy mind?

Is it easy for you to pay attention? Does your mind like to "wander" and get distracted?

Our mind often drifts away from the activity that is being performed or from what is happening in the present moment. It wanders, and goes between thoughts that are occupying it. For example, now that you are reading this text, is your mind attentive and focused? Or is it wandering and thinking of some other pressing issues that are distracting you?

When the mind is not fully present, it is very easy to get carried away by the turmoil of thoughts and emotions. This may cause us to act impulsively without evaluating options or consequences. Paying attention to what is happening in the present moment, to thoughts arising in the mind, and to the emotions that are being experienced, opens a space to stop, reflect and respond responsibly instead of simply reacting.

"Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom."

*Viktor E. Frankl*

Mindfulness is the ability to pay attention to the present moment, the awareness of our thoughts and feelings that allows us to appreciate the world around us. By practicing mindfulness, we can learn to stop our mind from wandering and observe what we feel and sense in a nonjudgmental way. This means that we are not judging or labeling what our mind experiences, we just observe and accept.

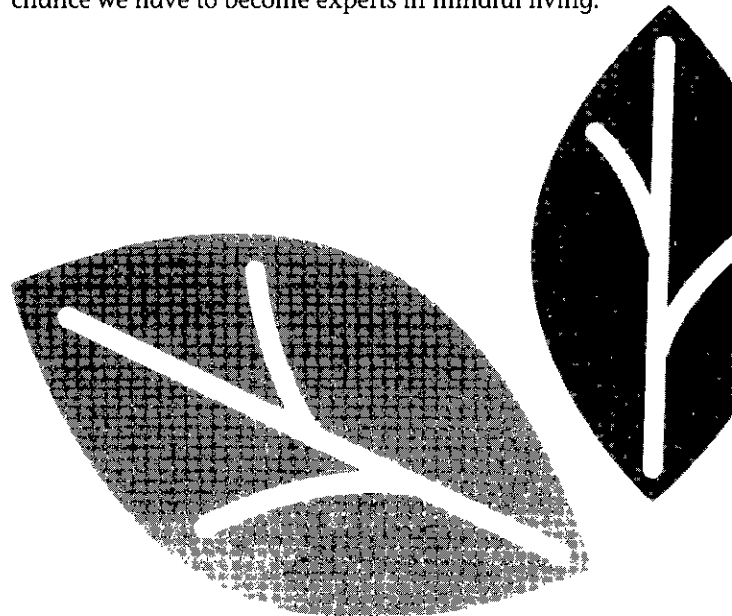
"Mindfulness is the awareness that emerges through paying attention in a particular way: on purpose, in the present moment and nonjudgmentally."

*Jon Kabat-Zinn*

*(Founder of the Center for Mindfulness at the University of Massachusetts Medical School)*

The Mindfulness Center at the University of Massachusetts Medical School was founded in 1979. Since then, the practice of mindfulness has been used in medicine, psychology and business organizations and has shown huge benefits such as symptom reduction on a wide range of diseases, stress level reduction and promotion of well-being.

Mindfulness is taught through simple exercises, but it takes time to master them. Practicing it on a daily basis promotes structural and functional changes in the brain that have an impact on the quality of our behavior. The earlier in life we start our mindful practices, the better chance we have to become experts in mindful living.



# Benefits of Mindfulness

Mindfulness develops the executive functions of the brain, the functions that make us human, that differentiate us from the other mammals.

**Self-awareness**  
Knowledge and awareness of your own personality or character.

**Self-regulation**  
Skill used to manage thoughts, emotions and behaviors.

**Creative thinking**  
Ability to generate new ideas; be flexible.

**Social awareness**  
Understanding how to react to different social situations.

**Resilience**  
The ability to become strong, healthy or successful again after something bad happens.

## A Mindful Classroom

As much as we love the teaching experience and feel that our profession brings satisfaction and joy to our lives, we have to admit that being a teacher is challenging and extremely stressful at times. Teachers are not only in contact with school authorities and students, but also, many times, with demanding parents /guardians as well. At times, teaching conditions are not as good as they should be, students are difficult, requirements demanding and you just feel like you cannot deal with any more stress.

Mindfulness practice can help teachers deal with stress and be totally present in the classroom, focusing attention on everything that happens in that moment and not getting hooked on thoughts and desires about how different students, school and parents/guardians should be. You might want to try to focus on the sensations of breathing, learn how to get your mindful body on, enjoy mindful eating and listening, etc. These practices will help you decrease stress level and embody a quiet, confident presence and will allow you to find creative solutions to the challenges of teaching.

When you and your students learn how to focus attention, you will experience a sense of peace, calm and clear thinking. Furthermore, you will discover a space, a pause that will allow you to find wiser and more adaptive ways to relate to yourself and others. Be a mindful teacher, breathe and respond with empathy and calmness, instead of reacting to any difficult situation that may be presented in the classroom.

*Flying Colors* offers a set of simple mindfulness practices that will easily and naturally decrease stress in the classroom, help students focus attention on what they are learning and improve the interaction between peers by promoting respect and collaboration. Mindfulness practices will help you create an atmosphere of joyful learning in every class. Welcome to the *Flying Colors* mindfulness experience. We hope you will see the results of these practices in your teaching and your students' learning very soon!

# Scope and Sequence

## Unit 1 Services Around Town

### Curricular Objectives

- (A) Exchange views about a service.
- (B) Exchanges associated with specific purposes.

**Environment** Family and Community

**Project** Acting out dialogues

**Evaluation Instrument** Evaluation Rubric

**Collection of Evidence Template** Information about a Service

**Reading Time Nonfiction:** *Consumer Caution*

### Achievements

- Listen to and understand dialogues about services.
- Identify the main idea in a text.
- Learn to exchange information about services.
- Act out dialogues about services around town.

## Unit 2 Fun with Tales!

### Curricular Objectives

- (A) Literary expression.
- (B) Read classic tales.

**Environment** Literary and Ludic

**Project** Making a storybook

**Evaluation Instrument** Descriptive Evaluation Scale

**Collection of Evidence Template** Key Events and Information about Tales

**Reading Time Fiction:** *The Heart Stone*

### Achievements

- Learn how to select and review classic tales.
- Read classic tales and understand the general sense and main ideas in stories.
- Identify differences in pronunciation and writing.
- Express personal opinions and recount key events orally.
- Rewrite and summarize the key events in stories.

## Unit 3 **Fun with Dictionaries!**

### Curricular Objectives


- (A) Interpretation and follow-up of instructions.
- (B) Write instructions to use a bilingual dictionary.

**Environment** Academic and Educational

**Project** Making an instruction manual for a bilingual dictionary

**Evaluation Instrument** Questionnaire

**Collection of Evidence Template** Classified Words

 **Reading Time Nonfiction:** *Dictionaries for You*

### Achievements

- Review different bilingual dictionaries.
- Understand how to use different sections of bilingual dictionaries.
- Write instructions for how to use a bilingual dictionary.
- Edit instructions and write an instruction manual.

## Unit 4 **At the Movies!**

### Curricular Objectives

- (A) Exchanges associated with media.
- (B) Compose dialogues for a short film.

**Environment** Family and Community

**Project** Writing a short film script

**Evaluation Instrument** Anecdotal Record

**Collection of Evidence Template** Information to Compose Dialogues

 **Reading Time Fiction:** *The Mute Movie*

### Achievements

- Review the characteristics of short films.
- Learn to identify the general sense and main ideas in short films.
- Write lines and dialogues for short films.



## Unit 5 In the Future

### Curricular Objectives

- (A) Recreational expression.
- (B) Produce constructive forecasts for others.

**Environment** Literary and Ludic

**Project** Writing a forecast

**Evaluation Instrument** Evaluation Rubric

**Collection of Evidence Template** List with Future Situations



**Reading Time** Nonfiction: *Living in a Virtual World*

### Achievements

- Review samples of written predictions.
- Listen to and express future actions.
- Ask and answer questions about predictions.
- Write sentences to create plans for the future.

## Unit 6 The Human Body

### Curricular Objectives

- (A) Search for and select information.
- (B) Write notes to elaborate human body schemes.

**Environment** Academic and Educational

**Project** Making a diagram of a human body system

**Evaluation Instrument** Checklist

**Collection of Evidence Template** Description of a System



**Reading Time** Fiction: *Superhero Sleepover*

### Achievements

- Review and understand information about human body systems.
- Ask and answer questions about human body systems.
- Write notes to describe human body systems.
- Edit diagrams in teams and with the guidance of the teacher.

## Unit 7 **Leisure Time!**

### Curricular Objectives

(A) Exchanges associated with information of oneself and of others.

(B) Exchange compliments, likes and dislikes in an interview.

**Environment** Family and Community

**Project** Carrying out an interview

**Evaluation Instrument** Evaluation Rubric

**Collection of Evidence Template** Leisure Activities



**Reading Time Nonfiction:** *Cotton Candy*

### Achievements

- Listen to and understand likes and dislikes in dialogues.
- Understand the general sense and main ideas in dialogues.
- Express compliments, likes and dislikes in written and oral dialogues.

## Unit 8 **Comics**

### Curricular Objectives

(A) Understanding oneself and others.

(B) Read comics to discuss cultural expressions.

**Environment** Literary and Ludic

**Project** Having a discussion

**Evaluation Instrument** Self-evaluation and Peer-evaluation Card

**Collection of Evidence Template** Comparative Chart



**Reading Time Fiction:** *The Magic Pearl*

### Achievements

- Read comic strips in English and interpret their content.
- Understand the ideas and beliefs expressed in them.
- Exchange opinions about the contents and cultural expressions in comic strips.

## Unit 9 Linguistic Diversity

### Curricular Objectives

- (A) Exchanges associated with specific purposes.
- (B) Present information about linguistic diversity.

**Environment** Academic and Educational

**Project** Giving a presentation

**Evaluation Instrument** Descriptive Evaluation Scale

**Collection of Evidence Template** Investigation Questions



**Reading Time Nonfiction:** *The Most Spoken Language in the World*

### Achievements

- Select information for a presentation.
- Read and understand information.
- Rehearse giving a presentation.
- Give a presentation.

## Unit 10 Vacation Time

### Curricular Objectives

- (A) Exchanges associated with the environment.
- (B) Agree with others on a travel itinerary.

**Environment** Family and Community

**Project** Planning an itinerary

**Evaluation Instrument** Questionnaire

**Collection of Evidence Template** Travel Ideas and Proposals



**Reading Time Fiction:** *A Trip to the Woods*

### Achievements

- Look for and consult information in different sources.
- Compare pros and cons of ideas and different travel proposals.
- Use different expressions to defend ideas.
- Discuss advantages and disadvantages of travel options.
- Listen to others' opinions in order to agree or disagree.



## Unit 1 Services Around Town



### FAMILY AND COMMUNITY

#### Fasten Your Seatbelt

In this unit, students will...

- listen to and understand dialogues about services.
- identify the main ideas in a text.
- learn to exchange information about services.
- act out dialogues about services around town.

#### Curricular Objectives

- (A) Exchange views about a service.  
(B) Exchanges associated with specific purposes.

#### Landing!

Acting out dialogues  
Réflexion  
Self-evaluation

#### Assessment Tools

Collection of Evidence Template p. T15a  
Evaluation Instrument: Evaluation Rubric p. T15b  
Assessment 1 p. T124

### Mindful Activity 1. Mindful Breathing

**Materials:** a bell

#### **Our Goal:**

For the best performance, a musician tunes her instrument before playing a melody, an athlete warms up his or her body before exercising and students should focus their attention to get ready to learn. It is likely that your students reach the classroom with thousands of stories in their head and high levels of stress as do you. The mind must be calm and focused to be able to learn. You can achieve that by just sitting and taking a few mindful breaths. This will settle down the mind and help it focus on the present moment. By teaching your students how to focus their attention, you are helping them enhance cognitive functions and emotional regulation and improve academic success and well-being.

#### **Instructions:**

1. You could ring the bell once, so you can get students' attention.
2. Consider saying: *Right now, I can see your body but..., where is your mind?* Elicit from students what they are thinking about: *an exam, a girl(boy)friend, a movie, etc.*
3. You may want to explain how important it is to focus on what they do in order to learn. Say: *Let's bring our mind to the present moment, so it can settle down and focus, and we can be able to learn.*
4. Model a posture of "sitting tall." Sit with your back straight but not rigid, push your feet into the floor, lay your hands in your lap and look ahead. Tell students to get into the position.
5. Say: *Inhale through your nose. Exhale through your mouth. Do you notice the sensations of your breath moving through your body? Take two breaths. Keep your attention on the sensations of the air coming in and going out from your body.*

6. Say: *Keep breathing in and breathing out. Every time your mind wanders away, gently return to the sensations of the breath. (It is essential for you and students to remember to be gentle when you bring your mind back to focus. Feeling angry or judging ourselves for getting distracted does not help us calm down or focus.)*
7. About halfway through the practice, you can remind students to maintain proper posture: *Are you still sitting tall?*
8. Let them breathe by themselves for 4 more minutes.
9. Ring the bell to finish the practice.
10. Ask them: *How do you feel? Do you feel calm? Do you feel focused?* It is important to validate all student answers, so that students do not get discouraged. If they say they felt calm and could focus, praise them for their observation skills and hard work. If they say they felt distracted or had a negative emotion, say: *Good job for noticing that. That means you were practicing mindfulness perfectly!*
11. It is important to remind students, and yourself, that concentration and relaxation are skills we get better at by practicing mindfulness. You can begin each class asking students to breathe for 2-3 minutes.

# Services Around Town



# Services Around Town

## Achievements

Activate previous knowledge. Recognize topic.

### Fasten Your Seatbelt

We suggest you discuss the objectives planned for this unit with students. You may want to talk about the things they will explore, learn and reinforce. We suggest you go through the achievements listed in the *Fasten Your Seatbelt* box and explain them in a way that is easy for students to understand.

Consider telling students to look at the different pictures and predict what topics they refer to. You could ask volunteers to comment on what they notice: *Where are the people in the different scenes? What are they doing? What is the relationship between them?*

You may find it useful to explain that the specific project for this unit will be acting out dialogues about providing a service in your neighborhood or town. These are all the places that offer a service needed by the inhabitants of the place. We suggest you encourage students to describe the services in the pictures.

**P Poster Activity:** You can use an activity from page xi to work with Poster 1.



In this unit, we will...

- ...listen to, and understand dialogues about services
- ...identify the main ideas in a text
- ...hear to exchange information about services
- ...act out dialogues about services around town

8.15

Nonfiction: Consumer Caution

## Teacher's Tip



### Asking Questions

You may want to make sure your students know that they can always ask you questions if they don't understand something. It is very important to establish a comfortable, nonthreatening atmosphere from the start. If students feel anxious, they will not want to take risks with the new language. Consider explaining the idea that it is OK to make mistakes, and that only by trial and error will they progress.

## Value Adaptability



It is important that students learn how to participate appropriately during oral exchanges. Consider explaining to them that there are two key elements to every oral exchange:

1. Being polite. You may want to explain that using the words *please* and *thank you* when requesting a service is essential to maintaining a gentle, polite conversation.
2. Showing confidence when speaking. You could tell students that learning and using the appropriate expressions according to what we want to express is essential to a successful oral exchange.

## Reading Time

### Nonfiction: Consumer Caution

*Consumer Caution* is a title for this unit's nonfiction text that students will find in their Reader. Students will be reading about consumption in our society and reflecting on its positive and negative aspects. To begin exploiting the reading, we suggest you go to page 5 and do the Pre-reading activity with students.

## Achievements

Listen to and check a dialogue about the performance of a service in your community. Recognize topic and purpose. Discriminate between environment sounds and background noise. Context clues: environment sounds, background noise, relationship between participants, attitudes, etc.

## Opening

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play *Body Xs*.

## Development

Describe the pictures and say which ones you think show people doing volunteer work.

Consider asking the class to look at the first picture and describe what they see. Ask: *Do you think the people are getting paid for what they are doing? If they are not getting paid why are they doing it?* You may want to encourage them to use the words *volunteer work* and *community* while discussing. Next you could ask students to work in pairs and discuss the rest of the pictures in a similar way. We suggest you monitor the activity and help students with vocabulary if necessary. Consider having a class discussion at the end to learn about the different pairs' conclusions. We recommend that you make sure that students understand that there are different types of services: those which involve volunteer work with no pay and those which provide services to the community but involve commercial transactions.

Listen and number the places in the order in which you hear them. 1

We suggest you play Track 1 more than once, if necessary. Consider eliciting answers by asking different students to take turns saying the names of the places in order and mentioning the words that helped them do the task. You could encourage them to mention what background noises they heard and how these are related to each place.

Listen again and discuss the answers to the following questions with a classmate.

You could give students some time to read the questions silently. We suggest you invite them to look up the words in bold in the glossary. Then play Track 1 one more time. Consider asking students to discuss the questions in pairs and provide the answers. Ask them to justify or explain why they chose their answers by referring to specific information from the dialogues. While students are reading the questions, you could check that they are using the correct intonation: ↓ falling intonation for questions that begin with a question word, and ↑ rising intonation for those questions that begin with an auxiliary verb.

## Take Off

Describe the pictures and say which ones you think show people doing volunteer work.

Listen and number the places in the order in which you hear them.



Listen again and discuss the answers to the following questions with a classmate.

1. What time is the train leaving? **It's 11.45.**  
a. It's 11.45.      b. It's 11.40.
2. What is Matt going to do at the station?  
a. Ask for some tickets.      b. Meet with the shelter worker.
3. What is the woman doing at the bank?  
a. She can't have any money.      b. She can't cash the check.
4. How do the volunteers going to get out of the city?  
a. In a taxi.      b. In a private car.
5. What are the sneakers made of?  
a. The sneakers are made of leather.      b. The sneakers are made of plastic.
6. How do the team going to take in order to get to the trees?  
a. In three hours.      b. All together.

Discuss and share with the class.

1. Have you ever gone to the bank to withdraw money? How often do you go?
2. What jobs are you doing in your free time? How do you feel about them?
3. Are there any volunteer jobs you would like to do? What do you think you would do there?
4. What kind of shoes do you think could be improved? How do you think you could improve them?

50

Read pages 5 to 7 in the Reader and do the tasks.

Unit 1 Services Around Town



Discuss and share with the class.

For this personalization activity, we suggest you divide the class into pairs or small groups and go over the questions with them.

Consider giving them examples of expressions they can use to start their discussion such as *In my opinion ..., I believe that..., etc.* You could allow time for them to discuss their answers and monitor the activity. Have different groups share their answers with the rest of the class. We suggest you give students feedback on the language they used while discussing and provide ways of improving it. Consider correcting pronunciation if necessary.

## Closing

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Find it Fast!* using the names of places you learned in this unit.

Reading Time

**Nonfiction: Consumer Caution**

Suggest to students that they read pages 5 to 7 in their Reader. We suggest them to look up the words in bold in the glossary. You could tell them that it is not necessary to understand all the words in order to have clear idea of what is being said. They need to learn to infer the meaning from the context, notice the cognates and use their previous knowledge about the topic. When they are ready, consider explaining the tasks on page 7 and allow 10 minutes for students to do them. Consider checking answers as a class.

## Achievements

Identify forms of communication. Organize sentences to establish order of participation.

### Opening

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Hangman* using the words *parking lot*, *airport* and *department store*.

### Development

#### Listen and number the pictures. 2

Activate students' knowledge by asking them to identify what the pictures show—*parking lot*, *someone handing in some book*, *a man speaking over the loudspeaker*.—then ask: *What places might they be?* Play Track 2 and ask students to number the pictures in order. Consider having students say what words they heard were associated with each of the places.

#### Listen again and mark (✓) the forms of communication you hear. Then discuss the characteristics of each.

Consider drawing students' attention to the forms of communication listed and ask them to reflect on their main characteristics. Ask: *Are the announcements recorded or live? Which communication forms can be used to advertise or inform about something? Which ones usually give instructions?* Play Track 2 again and ask students to mark the forms of communication they hear.

#### Listen to the dialogue and circle the correct options. 3

We recommend that you have students listen to Track 3. Ask them to pay attention to the details, since they will not hear the same words that the options show. You could encourage them to say the key words that helped them decide on each one.

#### Match each sentence with the appropriate person. Then number each function below.

We suggest you give students time to read the sentences and try to match them with the different people before they listen to the conversation one more time. Make sure they look up the words in bold in the glossary.

Draw students' attention to the functions in the box and write them on the board. Consider reading each function and elicit the expressions that correspond to each one. We recommend that you write the expressions under the correct functions on the board. Consider having students offer variations on some of the expressions, such as *I'd like to buy a jacket for my brother. He likes blue and yellow. Small, please.*

## In Flight

### Listen and number the pictures. 2



### Listen again and mark (✓) the forms of communication you hear. Then discuss the characteristics of each.

- Have a conversation  
 Announce something  
 Record something  
 Give an instruction

### Listen to the dialogue and circle the correct options. 3

- The bus is at the airport, not at the bus stop.
- He is with the cashier, not the manager.
- They are talking with the driver, not the bus conductor.

### Match each sentence with the appropriate person. Then number each function below.

- We would like to do have some books. **Bus**
- How can I help you? **Bus**
- We have to go now. **Man**
- Please board the school bus immediately. **Man**
- That's really nice of you. **Bus**
- Enjoy your visit to the museum. **Bus**

- Express a purpose  
 Offer help  
 Express a need  
 Be polite and express good wishes  
 Express gratitude  
 Give an instruction

### Discuss with a classmate. 4

- Which expressions from the lesson can you...
- use to tell your friends that some friends are planning to present a show for primary students?
  - say to a boy who brings you the glasses if they know an elderly people like...

### Go to the Mind Map on page 140. Work in pairs to complete sections 1 and 2.

### Discuss with a classmate.

This is a good time to do a mindfulness practice to make sure students are relaxed before speaking in public. We suggest you go to page T4a and have them follow your instructions.

After the practice, we suggest you divide the class into pairs. Have them read the situations and make sure they understand them. Consider telling them to decide what expression is appropriate for each situation and invite them to choose one of the them and produce a short exchange including the expression. Finally we recommend you that volunteers act out their exchanges for the class.

### Go to the Mind Map on page 140. Work in pairs to complete sections 1 and 2.

We suggest you refer students to page 140. We recommend you go over the headings with them and have them complete sections 1 and 2 in pairs. After that, you may ask them to compare maps with those of other pairs and add information if necessary.

### Closing

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *How Many Things Can You Think of that...?* (you can wear)


## Achievements

Establish the relationship between participants. Distinguish intonation and attitude. Identify words used to link ideas. Connectors (*because*).


### Opening

We suggest you go to the Language Games section of the Game Bank on page ix and play *Disappearing Text* with the sentence *Today I am in a very good mood*.


### Development

 **Look at the pictures and circle the correct options.**


Activate students' knowledge by having them look at the pictures and explain that they all express people's moods. Consider asking them to choose the option that best describes each picture and say it aloud. You may want to encourage students to draw faces for the rest of the moods in their notebooks and share them in small groups. You could call volunteers to the front to draw their faces on the board or mime them for the class if they prefer.

 **Look and say how the friends feel in each scene.**


Consider having students look at the scenes in the comic and ask: *Where are the boys? What are they doing? What is the relationship between them? How do you know? Are they both in the same mood? Why? How do they look in scene 1, 2, etc.?* You could encourage students to explain their answers: *When Tommy is looking at his watch; he looks impatient.*

 **Read and number the scenes in order. Then listen and check.**


We suggest you give students time to number the scenes in a logical order. Play Track 4 for students to check and correct as needed. Then have some volunteers act out the dialogue. You could encourage the use of intonation and tone patterns. Consider asking them to imagine how the characters would speak according to the moods expressed by their faces.

 **Use the expressions in the box to discuss the boys' feelings in the different scenes.**


You could have students work in pairs. We suggest you provide an example of the activity by encouraging students to say what word they would use to describe the Tommy's' feelings in the first scene and to give reasons for their answers: *In the first scene Tommy is impatient because he thinks Mike is going to take long.* Then consider giving students time to discuss the other scenes and have a class discussion at the end. Provide feedback on students' use of the language.


 **Look at the pictures and circle the correct options**



 **Look and say how the friends feel in each scene**



 **Read and number the scenes in order. Then listen and check.**

 **Use the expressions in the box to discuss the boys' feelings in the different scenes.**

anxious impatient amused angry

Read pages 8 and 12 of the book to find out the story.  
If you are interested in the story, you can find out more about it on the internet. You can also find out more about it in the book.

Unit 1 Section Around Town

### Closing

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Chinese Whispers*.

### Reading Time

#### Nonfiction: Consumer Caution

We suggest you have students read pages 8 to 12. Consider inviting them to stop at the *Over to You* section on page 11 and discuss the question with a classmate. Then you could have students evaluate themselves as shoppers by taking the quiz on page 12. Are they all wise shoppers?

#### Getting Ready for the Final Product

It is a good time to remind students that they will act out a dialogue by the end of this unit. You could invite them to choose a classmate they would like to work with.



## Achievements

Find out meaning of words. Activate previous knowledge. Predict the general meaning of a text.

### Opening

Activate students' knowledge by giving them two minutes to make a list of stores where you can buy different items, such as *music store*, *shoe store*, *department store*, etc. Consider having students compare in small groups and make a final list. Ask volunteers to share their lists with the class. Write a definitive list on the board.

### Development

**Look at the pictures and unscramble the words.** Consider asking students to look at the pictures and ask: *What kinds of items are they? Where can you buy them?* You may consider giving students time to unscramble the words. You could write the words on the board for students to check spelling. Next, ask questions *Which item is the most expensive? Which item do you use to store information?*

**Listen and answer the questions in your notebook.**

Before playing the track, we suggest you refer students back to the words in Activity 1. You may consider explaining that they are mentioned in the listening and that they might help them get the answers. We suggest you play Track 5 and have students write the answers in their notebooks. Consider playing the track again if necessary.

**Read and discuss with a classmate the source of the four extracts below.**

We recommend that you explain to students what a source of information is: *a place (person, thing) where the information comes from*. Consider inviting students to discuss the three sources given and the information they usually contain: *daily general information*, *information about the meaning of words*, *reference information about different topics*. Finally, you could elicit the source of information: a dictionary.

**Then read the sentences and choose definition 1 or 2 for each underlined word.**

Consider explaining to students that the words defined in Activity 3 have more than one meaning. We suggest you read each meaning one more time. Then ask students to choose the meaning used in each of the sentences in this activity. Consider encouraging students to write 1 or 2 to say which definition applies to each underlined word.

Look at the pictures and unscramble the words.



Listen and answer the questions in your notebook.

1. What does the man get as extra help?
2. What does the boy decide to do?



Read and discuss with a classmate the source of the four extracts below.

- a. a laptop      b. a dictionary      c. a mobile phone
- 1. LAMP** I use it when I'm quiet and I get on the internet. It's very comfortable and relaxing.
- 2. receipt** I use it to get my money back when you put the money in the coffee machine.
- 3. left** I had a sore throat and a cold on the body, so when the bus was really crowded, I was very painful and I was in a lot of pain.
- 4. refund** I use it to get my money back when I buy a product that I don't like.
- 5. Then read the sentences and choose definition 1 or 2 for each underlined word.**
1. I'm looking for a mouse for my laptop.
  2. I'm going to buy the receipt.
  3. This laptop is very easy to work.
  4. I took a painkiller to reduce.
- Number each function according to the sentences above.
- |   |   |
|---|---|
| 1. expresses a problem <input type="checkbox"/>       | 2. expresses a requirement <input type="checkbox"/> |
| 3. expresses a person's wish <input type="checkbox"/> | 4. expresses a production <input type="checkbox"/>  |

**Number each function according to the sentences above.**

We suggest you give students time to read and match the functions with the sentences. After you have checked students' answers, you may consider inviting them to write and, in groups, share similar sentences expressing the functions they have just discussed: *I'm looking for a mouse for my laptop*, etc.

### Closing

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Ten Things* using things you can buy at an electronics store.

## Achievements

Distinguish composition of expressions. Determine sequence of statements.

### Opening

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Crossword* using the word *cafeteria*.

### Development

**Work with a classmate. Discuss and write at least three differences between a café and a restaurant.**

We recommend that you write the words *café* and *restaurant* on the board. Consider having students work in pairs. Consider having them write as many differences as they can think of in thirty seconds. Ask volunteers to say the differences.

**Listen to the dialogue and mark (✓) the type of food mentioned.**

You may consider having students look at the menu and ask: *What's the name of the café? Can you eat and drink there? How much is a chicken sandwich? What flavor of milkshakes can you get? What services does the café offer?* Play Track 6, more than once if necessary, and have students mark the correct spaces in the menu. Then have them check answers in pairs.

**Match the sentences with their functions.**

We suggest you have students read and match the sentences with the functions they have in a dialogue. Check answers with the class. Consider providing an example of how each sentence can be used in a short dialogue.

**In pairs, discuss the order of the sentences below to write a dialogue.**

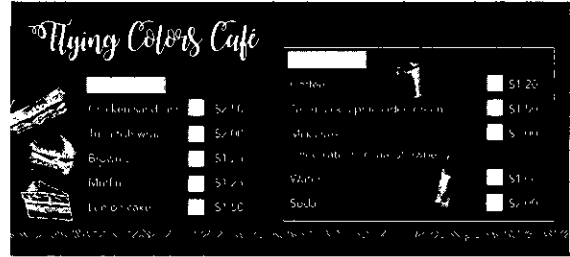
We recommend that you ask students to discuss and order the dialogue paying attention to the function of the different modal verbs in each part.

**Find and underline the parts of the dialogue according to the color code. Then, act out the dialogue to another pair for them to check your answers.**

We recommend that you ask students to continue working in the same groups of three. Draw their attention to the color code in their books and ask them to underline the sentences in the dialogue according to it. Before they do the activity ask the following questions: *What do you do during the opening of the conversation? What do you include in the body of the conversation? What do you use the closing for?* Once they have finished ask groups to exchange books and check each other's work. Also have them take turns acting out their dialogues and providing feedback on their classmates' performance.

**Work with a classmate. Discuss and write at least three differences between a café and a restaurant.**

**Listen to the dialogue and mark (✓) the type of food mentioned.**



**Match the sentences with their functions.**

1. Can I have a chicken sandwich, please? A: Sure.
2. Would you like anything to drink? A: A recommendation.
3. You should try it. A: Thank you.

**In pairs, discuss the order of the sentences below to write a dialogue.**

- OK. What are you getting today?
- And anything to drink, please.
- OK. I'll have a chicken sandwich and an apple juice.
- Is that all? How about a drink?
- Sure. I'll have a coffee at the register and then I'll walk to your side.
- Anything else, please. Have you decided yet? It's really good.
- Just this, please.
- Thanks.

**Find and underline the parts of the dialogue according to the color code. Then, act out the dialogue to another pair for them to check your answers.**

**In pairs, write a dialogue similar to the one in Activity 3. This activity is a model for the Final Product.**

Unit 1 Services Around Town

**In pairs, write a dialogue similar to the one in Activity 3. This activity is a model for the Final Product.**

We suggest you tell students to write a dialogue about a service, similar to the one they listened to before. Then you could ask them to act it out in front of the class and make them aware that this is a good practice for the final product.

### Closing

Consider explaining how important it is to be polite and speak with confidence. We suggest you divide the class into pairs. You may want to ask students to use the expressions on the board and the Flying Colors Café menu to write their own dialogue. Consider reminding them to include the words *please* and *thank you*. Have different pairs act out their dialogues for the class.

## Achievements

Identify words used to link ideas. Find key words. Recognize the behavior of speakers and listeners that supports the meaning. Determine sequence of statements.

### Opening

We recommend that you write the following headings on the board: *Fast Food Restaurant* and *Traditional Restaurant*. Consider eliciting the main differences between them. Ask students to think about prices, menu, service, etc.

### Development

**Discuss what these words and phrases relate to.** We suggest you have students look at the words in the box and say in what type of restaurant they might find this kind of food. Then divide the class into pairs and discuss the meaning of the words and phrases. Consider encouraging them to recognize cognates, such as *medium*, *salad*, *soda*, etc; if still in doubt, ask them to use their dictionary. You may want to ask students to produce associated words or explain what the words mean: *food to go* refers to take-out service.

**Listen and take notes in your notebook to answer the questions. Then discuss the answers with a classmate.**

Consider drawing students' attention to the questions in the book. We suggest you explain that they are going to listen to a conversation and take notes in order to discuss the the answers. Play track 7, and allow time for students to discuss make notes their answers. Consider playing the track again and encourage students to identify what phrases or noises in the dialogue indicate the main differences between face-to-face and over-the-telephone conversations.

**Listen again and complete the order.** We recommend that you ask students to predict what kind of information might go in each space. Play Track 7 one more time. Check answers as a class.

**Read the extracts from the dialogue and write C (customer) or E (employee).** Consider giving students time to read and discuss who might say which phrase while ordering food on the phone. While reviewing with the class, elicit the function of each of the sentences. We recommend that you ask students to close their books and have them practice the sentences by asking questions: *How does the employee answer the telephone? What does he say to find out the caller's address and telephone number? What expression does the caller use to say what he wants to order?*

**Complete the dialogue and number the lines in order. Use the expressions from Activity 2.** Consider dividing the class into pairs. We suggest you give them time to complete the dialogue individually

**Discuss what these words and phrases relate to**

breakfasts chicken wings fries large medium order pizza side salad soda food to go

**Listen and take notes in your notebook to answer the questions. Then discuss the answers with a classmate.**

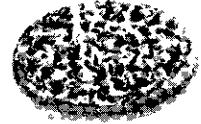
1. How many people are there in the restaurant? 2. What type of food?
1. What time is it now? 2. What time do you want to order?

**Listen again and complete the order**

PIZZA			
Tuesday	Cheesy	Super Supreme pizza	\$8.00
Just 3 pizzas	Broadsticks	...nasta	\$6.00
200 McLaughlin		large sodas	\$2.00
100 McLaughlin		Total \$	

**Read the extracts from the dialogue and write C (customer) or E (employee)**

1. Can I take your order?
2. Yes, please. I'd like a pizza.
3. Can I take your telephone number?
4. Any other questions?
5. No, thank you.
6. We'll deliver your order right away.



**Complete the dialogue and number the lines in order. Use the expressions from Activity 2.**

1. Hello, the manager here, please.  
 2. Hi, thanks.  
 3. Yes, I'd like to order a pizza.  
 4. I'd like a large pizza with pepperoni.  
 5. Yes, please. I'll be there in 15 minutes.  
 6. Thank you.  
 7. Yes, please. I'll be there in 15 minutes.  
 8. Thank you.

Go to page 126

**Go to the Mind Map on page 140 again and complete section 3. Then add more phrases to sections 1 and 2.**



and act it out in pairs to make sure they have the right answers. You may want to consider having different pairs act out the dialogue for the class. Correct pronunciation and intonation if necessary.

**Go to Flight File 1 on page 126.**

We suggest you refer students to page 126 and organize them into pairs. Consider explaining that they are going to role-play a conversation in a fast-food restaurant and ask them to decide who is going to be Student A and B. Give them time to practice their dialogue. We suggest you monitor and provide help. Consider making notes of possible language problems students may have. At the end, have volunteers role-play their dialogues in front of the class. We recommend you discuss the problems you detected and give feedback.

**Go to the Mind Map on page 140 again and complete section 3. Then add more phrases to sections 1 and 2.**

We suggest you ask students to complete section 3 with the same classmate they worked with the previous time. We recommend that you ask students to add more phrases to sections 1 and 2. Monitor in case students need help.

### Closing

We suggest you go to the Language Games section of the Game Bank on page ix and play *Words and Sentences* with words from the lesson.

## Achievements

Distinguish between intonation and attitude. Choose a suitable word repertoire. Use an appropriate speech register based on the addressee. Ask and answer questions to give and request information.

### Opening

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Chinese Whispers* using expressions from the unit.

### Development

**Work with a classmate. Read the dialogues and discuss what you think are the correct options. Then listen and check your answers.**

Consider giving students time to go over the dialogues before you play the track. Then ask: *What do the callers want to do in each conversation?* Play Track 8 more than once if necessary for the students to choose the correct options. After checking, we suggest you play Dialogue 1 again and ask students to focus on the intonation and attitude of the speakers. Ask: *Is the woman polite or rude? How does her tone of voice sound? Then play Dialogue 2 and ask: What's the woman's attitude? How can you tell?* At the end, have students perform the dialogues using different tones for others to guess the emotion.

**Read and write 1 (Dialogue 1) or 2 (Dialogue 2) next to each sentence.**

Consider doing this exercise with the whole class. Have students justify their answers by saying what register (formal or informal) the sentences or expressions they chose have. We suggest you write the following headings on the board *Formal Expressions / Informal Expressions* and ask students to help you write the expressions from the dialogues under the corresponding heading. Consider emphasizing the importance of using the appropriate register for the person you are addressing.

**Rewrite the expressions in a formal or an informal way.**

We recommend that you have students work individually and then compare their answers in pairs. Consider referring them to the phrases you previously wrote on the board. Finally, check answers with the whole class. We suggest you encourage students to mention situations in which the different expressions might be used.

**In pairs, choose a situation and write a dialogue similar to the ones in Activity 1.**

We suggest that you arrange students into pairs and have them choose one of the situations shown in the pictures. Then you could invite them to look back at

**Work with a classmate. Read the dialogues and discuss what you think are the correct options. Then listen and check your answers.**

<p>1. What's the woman's name? He: What's the name of the...          2. How many tickets for...          3. What's the...? What time...          4. What do you...?          5. What do you...?          6. What's the...?          7. How much...?          8. How much...?          9. How much...?          10. How much...?</p>	<p>A. Mr. He. C. Drinking Medical Group. D. The...          B. Mr. God. E. Mr. He. F. Mr. He. G. Mr. He. H. Mr. He. I. Mr. He. J. Mr. He. K. Mr. He. L. Mr. He. M. Mr. He. N. Mr. He. O. Mr. He. P. Mr. He. Q. Mr. He. R. Mr. He. S. Mr. He. T. Mr. He. U. Mr. He. V. Mr. He. W. Mr. He. X. Mr. He. Y. Mr. He. Z. Mr. He.</p>
--	---

Read and write 1 (Dialogue 1) or 2 (Dialogue 2) next to each sentence.

1. I'm sorry. 2. I'm sorry. 3. I'm sorry. 4. I'm sorry.

Rewrite the expressions in a formal or an informal way.

Formal	Informal
Good morning.	What's your name?
What are the fees?	What time?

In pairs, choose a situation and write a dialogue similar to the ones in Activity 1.



Go to the Collection of Evidence Template on page 152. Work in groups of three and complete Activity 1. This will help you prepare the Final Product.

Unit 1 Severe Around four

the model dialogues in Activity 1 and use them to write a similar one. This is a good opportunity for you to monitor their work and help them if necessary. When they finish, you could ask them to keep their work in their portfolio.

**Go to the Collection of Evidence Template on page 152. Work in groups of three and complete Activity 1. This will help you prepare the Final Product.**

We suggest you divide the class into groups of three and ask them complete Activity 1 of the Collection of Evidence Template on page 152. You could move around the classroom to help students in case they need help.

### Closing

We suggest you go to the Language Games section of the Game Bank on page ix and play *Scrambled Sentences* with sentences and expressions from the lesson.

## Achievements

Organize sentences to establish order of participation.  
Read sentences to practice pronunciation. Establish tone and intonation of sentences.

### Opening

Go to the Vocabulary Games section of the Game Bank on page ix and play *Codes* using the word *skating*. Then consider having students continue playing the game using words related to fun free-time activities.

### Development

**Listen and complete the dialogue using the expressions in the box.** 9

Before students listen to the dialogue, consider having them complete it by themselves using the words in the box. Then ask: *Where are the kids going? How many of them are there? Who's going to pay for the tickets?* Play Track 9 so that students can check their answers. Consider having three students act out the conversation for the class.

**Underline the questions in the dialogue. Then read the definitions below and mark the questions accordingly (↑), (↓).**

We suggest you go over the instructions and the definitions with students. Elicit examples of auxiliary verbs and question words. Consider allowing time for students to underline the questions and mark their intonation by drawing a corresponding arrow in each box. When reviewing, have different volunteers read the questions exaggerating the intonation. Consider correcting if necessary.

**Listen again and complete the sentences using B (Bob), S (Sally) or E (employee).**

We suggest you explain to students that people's tone of voice depends on their emotions or feelings. We recommend that you draw students' attention to the three emotions: *excited*, *friendly*, *amused*. Play Track 9 again for them to match the emotions with the correct people. Consider telling them to say which sentences show their feelings and encourage students to imitate their tone.

**Listen and circle the appropriate emotions. Then listen again and repeat.** 10

Play Track 10 twice—the first time for students to choose the options, and the second time for them to check their choices. Consider having students practice saying the expressions out loud using the corresponding emotion.

**Listen and complete the dialogue using the expressions in the box.** 8

A: Here you are, please. B: How much, please. Thank you.

A: Here you are. B: I don't believe it! How do you want to pay for this? [ ]

A: We want to see the tickets.

A: OK. For how many people, please? [ ]

A: There are four of us. [ ]

A: How much does each [ ]

A: Are you going to pay for all of us, Bob? [ ]

A: Are you kidding me? [ ]

A: Thank you. B: Glad to help you. [ ]

A: Where do we get the tickets? [ ]

A: I don't know.

B: [ ]

**Underline the questions in the dialogue. Then read the definitions below and mark the questions accordingly (↑) (↓).**

1. Questions with a rising intonation are often used to ask for information with an auxiliary verb.
2. Questions with a falling intonation are often used to ask for information with a question word.

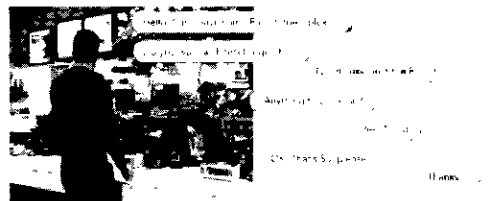
**Listen again and complete the sentences using B (Bob), S (Sally) or E (employee).**

1. [ ] is the [ ] of the [ ].
2. [ ] is the [ ] of the [ ].
3. [ ] is the [ ] of the [ ].

**Listen and circle the appropriate emotions. Then listen again and repeat.** 9

1. Bob is smiling. He must be [ ] (excited).
2. Are you kidding me? (Sally is [ ] (angry)).
3. Thank you. (Employee is [ ] (friendly)).
4. How much does each [ ] (cost)? (Bob is [ ] (amused)).
5. Can't you help me pay for this? (Bob is [ ] (excited)).
6. Can you speak to Miss [ ]? (Employee is [ ] (friendly)).

**Act out the dialogue using the appropriate intonation.**



**Go to the Mind Map on page 146 again. In pairs complete sections 4, 5 and 6.**

**Act out the dialogue using the appropriate intonation.**

We suggest you divide the class into pairs. Consider asking them to read the dialogue quietly before they act it out. While students are practicing, we recommend that you move around the class to make sure they are using the correct intonation and tone. We suggest you have some volunteers act out the dialogue in front of the class. We suggest you correct tone and intonation problems where necessary.

**Go to the Mind Map on page 140 again. In pairs complete sections 4, 5 and 6.**

We suggest you ask students to complete section 4, 5 and 6 with the same classmate they worked with the previous time. This is a good opportunity for you to monitor in case students need help.

### Closing

Consider dividing the class into small groups. We suggest you have students take turns saying the expressions in Activity 2 using different tones of voice for their classmates to guess the emotion.

## Achievements

Include relevant details and interesting information. Ask and answer questions to give and request information. Start a dialogue with the help of written guidelines. Adjust volume and speed.

### Opening

Activate students' knowledge by drawing five small mind maps on the board containing the following items: *shoe store, fast-food restaurant, doctor's office, department store and museum*. Consider inviting volunteers to come to the board and write words related to each topic around each of the mind maps.

### Development

**1** Discuss with a classmate and cross out the words you wouldn't use in each of these places.

Consider giving students time to do the activity. When checking their answers, have them say where they would use the words they eliminated in each case.

**2** Read the dialogue and write the numbers of the missing sentences in the appropriate boxes.

We suggest you have students read the conversation and ask: *Where does the conversation take place? What problem do the visitors have? Do they see the exhibition that day?*

Go over the expressions in the box with the students and give them time to put them in the correct place. Consider having students act out the dialogue in pairs to review. Have pairs of volunteers act out the dialogue for the class.

**3** Underline the information you can change to make up a different dialogue.

Consider explaining that in the dialogue above, certain parts have to stay the same to fulfill its function: *We'd like...* However, other parts, such as price, opening time, etc. can change. Have students underline these parts in the dialogue. Then invite them to write a new dialogue putting different information in place of the underlined words and expressions. We suggest you supervise students' work and offer help if necessary. Once students have finished writing their dialogues, invite pairs to act them out. Remind them to use the correct intonation, volume and tone to show attitude and confidence.

### Pronunciation Stop 11

We recommend that you read the sentence aloud using an angry tone of voice and elicit the emotion. Then point out the other two emotions and play Track 11. Consider having students number the emotions according to the tone of voice the speaker uses each time. Then have volunteers read the new sentence pretending to be bored, happy, angry, etc.

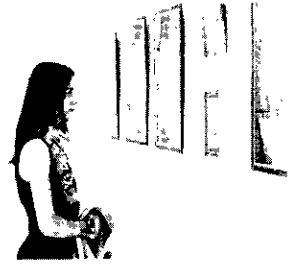
**1** Discuss with a classmate and cross out the words you wouldn't use in each of these places.

- At a shoe store: small, tight, loose
- At a fast-food restaurant: french fries, appointment, soda
- At a doctor's office: see, headache, medicine
- At a department store: large, blue, prescription
- At a museum: painting, exhibition, summer

**2** Read the dialogue and write the numbers of the missing sentences in the appropriate boxes.

- Do you want the tickets? 2. How can I help you? 3. That's \$120
- What time do you open tomorrow? 5. Can I pay with a credit card?

- Good afternoon!
- Yes, I'd like to see the exhibition.
- But we're closed in 30 minutes.
- What about?
- We open at 10 a.m. They're going to be 8 p.m.
- Yes, I'd like three tickets for tomorrow, please.
- Sure.
- 120 dollars. That's a lot of money!
- Yes, you can.



**3** Underline the information you can change to make up a different dialogue.

*I'd like to make an appointment with Dr. Lewis. He works on Monday at 10 a.m. His office is in the city.*

Listen and number the emotions in the order you hear them.

I'd like to make an appointment with Dr. Lewis.  angry  polite  worried

Read the following sentence using different intonations. Then discuss what situations could correspond to each emotion.

We'd like to see the exhibition.

Read the sentence again with different intonations and have other students guess the emotions.

**4** Go to the Collection of Evidence Template on page 152. In pairs, choose a situation from this unit and do Activity 2. Try to incorporate some expressions from the Mind Map.

**5** Read the text and underline the words and expressions you would use in each situation.

Unit 1 Services Around Town



Encourage them to say in which situation they would use each tone of voice. Finally, have volunteers read the sentence with different intonations for the class to guess the emotions.

**6** Go to the Collection of Evidence Template on page 152. In pairs, choose a situation from this unit and do Activity 2. Try to incorporate some expressions from the Mind Map.

We suggest you remind students that they can go back to the Mind Map on page 140 to recall some of the phrases they previously wrote. This will help them complement the language they need for to prepare the final product.

### Reading Time

#### Nonfiction: Consumer Caution

Consider inviting students to read the final part of the text (pages 13 and 14). Ask what they understand by *responsible and ethical consumption*. Allow a few minutes to do the crossword puzzle. Finally, do the Post-reading activity on page 14 by inviting volunteers to form and read complete sentences aloud.

### Closing

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Ten Things* using words or expressions related to the places mentioned in Activity 1.

## Achievements

Write sentences to give and receive information.  
Practice sentences. Perform a dialogue.

### Landing!

#### Getting Ready for the Final Product

It is a good time to ask student to work again with the classmate they worked with on page 7.

#### Acting out dialogues

- You could ask students to choose one of the dialogues they wrote on pages 9, 10 and 11 and act it out. Allow them time to rehearse it using different intonations to express emotions. Take this opportunity to help them if necessary. Then invite them to act out their dialogue for the class.

### Teacher's Tip

If possible, ask students in advance to bring real objects to act out their dialogues or have them draw pictures of the objects. This will foster students' motivation.

### TIC link

We suggest you visit this site about dialogues. <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/can-could-would-invitations-offers-requests-permission>

Work with your classmate. Read the information and choose some possible phrases you can use to perform your dialogue. Watch the video, it can help you with intonation and pronunciation.

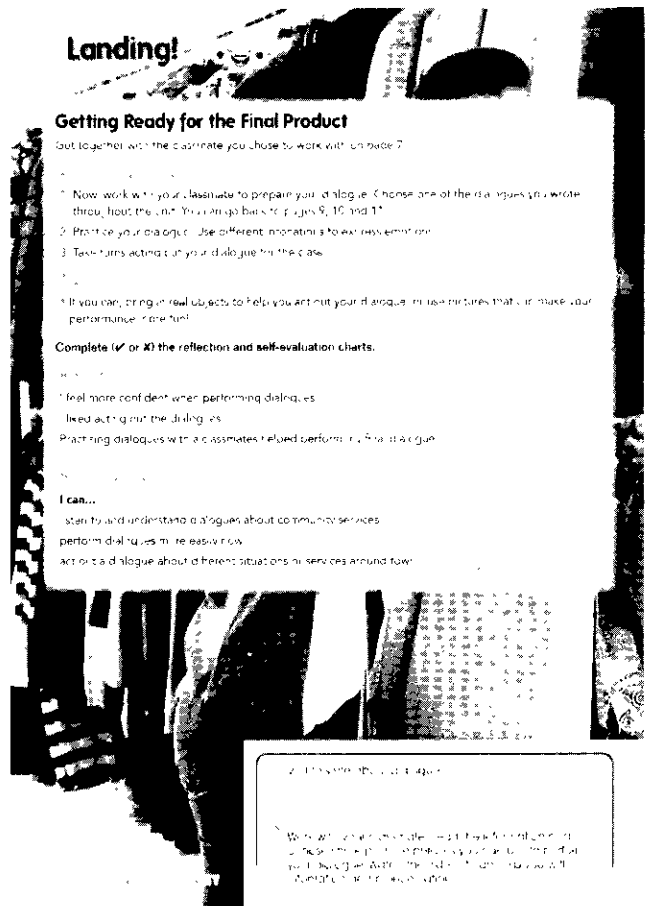
### Reflection

At the end of the unit, read the statements in the reflection box aloud and explain any unknown words. Ask students to mark ✓ if they think they did what the statement says or X if they didn't.

### Self-evaluation

You may want to have students look at the statements and mark them individually in order to reflect on their learning, progress and performance.

Divide the class into pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on those aspects they did not feel confident about, such as going over the specific lessons where those aspects are dealt with again, or asking you for help.



Extract from pages 14-15

### Evaluation Instrument - Evaluation Rubric

Consider choosing a number of students you would like to evaluate this month. Make one photocopy of the Evaluation Instrument on page T15b per student. Complete the templates according to each student's performance and keep them as evidence of their progress.

**We recommend that you use Assessment 1 on page T124.**

## Information about a Service

 Complete the chart about three services from the unit.

What type of service is it?	What can you do there?	What expressions can you use to exchange information about the service?
1.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

 Write a short dialogue for one of the services.



# Evaluation Instrument

Name: \_\_\_\_\_

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

## Evaluation Rubric

	SCORE
recognize the topic, purpose and intended audience in dialogues about community services.	
notice language register in dialogues.	
distinguish the structure and expressions of dialogues.	
select appropriate repertoire of words, expressions when producing dialogues.	
structure and use questions and answers.	
include relevant details and interesting information.	
<b>TOTAL SCORE</b>	

### EVALUATION CODE

- 5 - The student can do it easily and correctly.**
- 4 - The student has only minor difficulties.**
- 3 - The student has noticeable difficulties.**
- 2 - The student has great difficulties.**
- 1 - The student is unable to do it.**

**NOTE:** If the student has a score of under 18 points advise him/her to go over the aspects where he/she scored the lowest.



## Unit 2

### Fun with Tales!



#### LITERARY AND LUDIC

#### Fasten Your Seatbelt

In this unit, students will...

- learn how to select and review classic tales.
- read classic tales and understand the general sense and main ideas in stories.
- identify differences in pronunciation and writing.
- express personal opinions and recount key events orally.
- rewrite and summarize the key events in stories.

#### Curricular Objectives

- (A) Literary expression.
- (B) Read classic tales.

#### Landing!

Making a storybook  
Reflection  
Self-evaluation

#### Assessment Tools

Collection of Evidence Template p. T27a  
Evaluation Instrument: Descriptive Evaluation Scale p. T27b  
Assessment 2 p. T125

### Mindful Activity 2. Mindful Emotions

**Materials:** a bell

#### **Our Goal:**

We are spending so much time on thinking, planning or worrying that we are often not aware of our emotions. When we don't notice our emotions, we run a risk of getting caught in the turmoil of them.

We want to give students simple tools to manage their emotions and stress because it is scientifically proven that stress has a negative effect on the brain and obstructs learning. Emotions are felt in the body: a sinking feeling in the stomach, a weight on the shoulders, a clenched jaw or a closed fist. Learning to focus on the body helps us notice moods and emotions before they escalate, often causing us to feel bad or behave in negative ways. It is important we do something to manage our emotions to help ourselves feel better instead of doing or saying something we might regret.

#### **Instructions:**

1. You may want to ask students: *When you read or watch a scary story, have you noticed how your body feels? Have you noticed how you can feel emotions in the body?* Elicit ideas.
2. Consider saying: *Our body feels emotions before the brain is aware of them. This is why we react without thinking.*
3. You could ask: *Raise your hand if you have ever done or said something you regret.* We suggest you elicit ideas from students. Maybe they got angry at their teachers or parents and said something hurtful? Maybe they wrote a message or email before thinking twice about it?
4. Consider explaining that we should give time to our brain to become aware of emotions so that we don't

act impulsively. The following practice can help us focus on our body sensations.

5. Consider inviting students to sit tall. Ring the bell and have them follow your instructions: *Take one deep breath, hold it and squeeze your body tight, tight, tight; breathe out and let go. Again, take one breath, hold it and squeeze your body tight, tight, tight; breathe out and let go. Do you feel the difference? Take one breath. Take two breaths. Feel the sensations in your feet, your legs, your back and your shoulders. Feel the sensations of your breath in your belly, your chest and your nose. Feel the sensations on your face, your head. (Count to five between exploring each part of the body.) How is your body feeling right now? During the day, focus your attention on your body, even if it is just for a few seconds. This will help you find out how you feel at the moment.*
6. You may ring the bell to finish the practice.
7. Suggest to students that they share with the class how they felt during the practice. Allow them to report any emotion, including ones that sound negative to you. Eventually, some students will report feeling bored, tired or say that this activity was stupid. This kind of resistance is a normal part of learning mindfulness. Do not take it personally. Without trying to change their opinions, you can still encourage them. For all students, you should praise their observation skills rather than what they experienced. For example: *It's good you noticed you felt bored and that this wasn't easy for you. If you noticed that, it means you were practicing mindfulness perfectly!*
8. Consider trying to do a mindful practice for 5 minutes each day. Over time, this will help you and your students feel calm and focused.

# Fun with Tales!

## Achievements

Activate previous knowledge.

### Fasten Your Seatbelt

Consider discussing with students the objectives planned for this unit. You may want to talk about the things they will explore, learn and reinforce. We suggest you go through the achievements listed in the *Fasten Your Seatbelt* box and explain them in a way that is easy for students to understand.

Consider suggesting to students to look at the title of the unit and the photos and say what they relate to: *reading*. Consider asking: *Where are the people? How do they look? Are they having fun?*

You may encourage students to mention some classic tales. You may want to explain that at the end of Unit 2, they will work on a project to create a storybook for lower-grade students, based on a classic tale.

**P Poster Activity:** Consider using an activity from page xi to work with Poster 2.

### Teacher's Tip

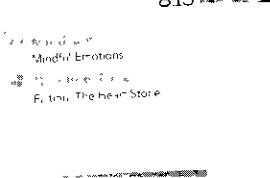
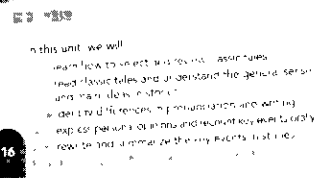


#### Cloze Strategy: Fill in the Blanks

A cloze activity is basically a fill-in-the-blank exercise where the teacher takes a text and replaces certain words with blank spaces. Clozes are valuable for many reasons. When used as an assessment, they help provide the teacher with insight as to students' level of reading comprehension. Also, clozes are an excellent tool for teaching students how to use context clues to understand new words as they come across them. When using clozes to teach this skill, it is important to discuss what clue words might help them figure out the missing word, what part of speech (verb, noun, etc.) might be appropriate, if there are any synonyms or antonyms in the sentence or if there is a cause-and-effect relationship related to the missing word. An example of a cloze with a text from the unit is provided below.

man yellow cat

Old Mr. Johnson had troubles of his own.  
He had a \_\_\_\_\_ cat that wouldn't leave his home.  
He tried and he tried to get that \_\_\_\_\_ away.  
He gave it to a \_\_\_\_\_ going far away.



16

### Value Tolerance



Consider explaining that tolerance –the ability to respect other people's beliefs and preferences, even if they are different from your own– is an important value for students to develop. You may want to consider giving an example of tolerance: *I like rock music. You like salsa. We have different likes, but I still respect your opinion.* Ask students if they can think of examples of tolerance.



### Reading Time

#### Fiction: The Heart Stone

In this unit, students will read a story about a prince's quest to find true love. Students are at the age of falling in love and discovering who their soulmates are, so we thought they would enjoy this topic.

To begin with the story, we suggest you do the Pre-reading activity on page 16 with the class. Read the title of the story and encourage students to use their imagination while answering the questions. There is no right or wrong answers at this stage, so let them be creative!

## Achievements

Select and review classic tales. Identify the author(s). Determine topic, purpose and intended audience. Activate previous knowledge.

## Opening

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play *Calf Pumps*.

## Development

**1** Complete the book covers with the missing information.

Consider dividing the class into pairs. Direct their attention to the book covers and ask students to complete the missing information using the titles, authors' names and genres. We recommend that you check as a class.

**2** Match the quotes with the titles.

We suggest you explain that the sentences are famous quotes from the books above. Point out the quotation marks that always have to be included when we quote somebody else's words. Allow time for students to match each sentence with the corresponding titles. We recommend that you encourage students to look up the words in bold in the glossary. You can ask students to say the same phrases in Spanish if they have read those books. Check the answers as a class.

**3** Answer the following questions about the books in Activity 1.

Consider reading the questions and explain any unknown words. Elicit what a moral is: *a lesson a story wants to teach the reader*. Have students answer the questions. When checking, invite them to provide reasons for their answers and name other books with similar characteristics.

**4** Discuss the questions in pairs or small groups.

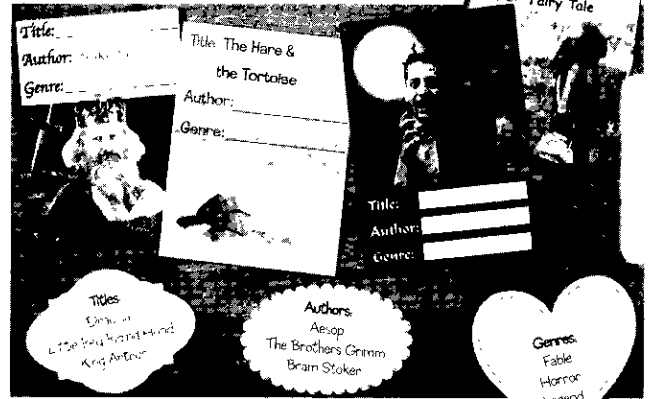
We recommend that you divide the class into pairs or small groups. Give them time to discuss the questions. Have groups report their ideas to the class. We suggest you go reading for pleasure any day of the year.

## Closing

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Category Dictation* using the following categories: *Literary Genres, Characters, Places, Authors*.

## Take Off

**1** Complete the book covers with the missing information.



**2** Match the quotes with the titles.

- 1 We are in Transylvania, and Transylvania is not England. **Little Red Riding Hood**
- 2 **Slowly is steady** wins the race. **King Arthur**
- 3 What greets you here? **Discipline**
- 4 The only law we **death** than the law of **hope**. **The Hare & the Tortoise**

**3** Answer the following questions about the books in Activity 1.

- 1 Which book is for children?
- 2 Which book is a moral?
- 3 Which book is for people who do not venture?
- 4 Which book is about a fairy tale legend?

**4** Discuss the questions in pairs or small groups.

- 1 Which of the stories are scary stories?
- 2 Can you cite any of them?

Read pages 16 to 19 in the Reader and do the tasks.

## Glossary

**Discipline** a rule or standard that should be followed  
**venture** to go to the end of life  
**venture** to do something that is dangerous or difficult

Unit 2 Fun with Tales

## Reading Time

### Fiction: The Heart Stone

We suggest you invite students to go to pages 16 to 19 in the Reader. Encourage them to look at the pictures and notice as many details as possible. Ask: *What is the woman? Is she hiding? Who is the man with the prince? What do you think? Who has the heart made of stone?* Then ask students to write and look up the words in bold in the glossary. Finally, have them draw the images of the heart using their creativity.

## Achievements

Predict contents based on graphic components. Identify key events. Retell events from illustrations. Verb tenses: simple past.

### Opening

We recommend that you divide the class into small groups. Consider going to the Vocabulary Games section of the Game Bank on page ix and play *Making Sentences* using different clothes items.

### Development

**1** Look at the pictures and predict what the story is about. Then read the story and number the pictures in order.

You could divide the class into pairs. Invite students to look at the pictures and identify the characters. Elicit ideas about the topic of the story. Then we suggest you ask students to read the story and number the pictures accordingly. Encourage them to look up the words in bold in the glossary.

**2** Read and underline the correct options.

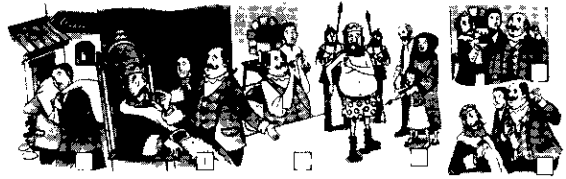
We recommend that you allow time for students to choose the options individually. Consider asking different students to read the correct sentences. Encourage students to underline the verb in each sentence and identify the tense: *simple past*. Explain that when narrating events in a story, we usually use the past tense.

### Getting Ready for the Final Product

We suggest you ask students to identify the phrases and make them aware that these will help them prepare for the Final Product. You may ask students to keep their work in their portfolios.

## In Flight

**1** Look at the pictures and predict what the story is about. Then read the story and number the pictures in order.



## The Emperor's New Clothes

adapted from *The Emperor's New Clothes*

Once upon a time, there was an emperor who spent all his money on clothes. One day, two smart **thieves** came to the city. They **wore** magic coats. Only smart people could see them. The emperor asked them to make a suit for the magic cloth. They asked the emperor to give them gold, but the emperor refused. They put on their magic and pretended to weave the cloth. The emperor said to his private minister to see the cloth. He looked, but he did not see anything. He was so afraid, he thought, "The emperor is not stupid, so he said the cloth was beautiful. One day, the emperor went to see the cloth, but he did not see anything. He must be stupid. No one must know. He thought, "Beautiful. I've never a **parade**," he said. On the day of a parade, the emperor pretended to show the emperor his new suit. The people asked, "But they did not see anything. He said the cloth started to sing. It said, "The emperor is naked!" Everybody ran to see what was going on. "I was very stupid," said the emperor, and he stopped the parade. After that day, nobody saw the emperor again.

**2** Read and underline the correct options.

1. Two smart **thieves** lives want to the emperor's palace.
2. They asked him for a lot of money. / gold to read for a magic cloth.
3. The emperor said the private minister did not see the cloth.
4. The emperor organized a party / parade.
5. A girl at the parade said that the emperor had a smart / a lot of clothes on.

For every 100 words, write 10 words in the glossary. In the unit, you will make a storybook. Look at the instructions in Activity 7. Write the words you use to begin a story, in the middle of a story and to end a story. Then, in pairs, use these phrases to write different examples on a separate piece of paper.

### Glossary

the emperor, people who steal, weave, to make, material, for clothes, parade, a girl, a lot of clothes on.

18

## Closing

We suggest you have students work in small groups and ask them to give their opinion about the story and say what you can learn from it. Ask: *Is it a good idea to pretend when you do not understand or see something? What are the consequences of pretending?*

## Achievements

Recognize the general meaning of a text. Complete sentences that express continuous and past actions. Express personal reactions to and opinions of an event. Promote respect toward others' opinions. Establish forms that express continuous and past actions. Use different comprehension strategies.

### Opening

Consider dividing the class into small groups. We suggest you go to the Language Games section of the Game Bank on page ix and play *Correcting Mistakes* using the following sentences: *Last class, the teacher ask us questions about the story. Two smart thieves goed into the Emperor's palace. The Emperor did not saw the magic suit.*

### Development

**1** Describe what you think is happening in each scene.

We recommend that you divide the class into pairs. Have students look at the pictures and ask: *Is the story about modern times? Where are the people in the first picture? Who are they? Are the characters in the second picture the same? Give students time to discuss the pictures. Invite volunteers to share their ideas with the class.*

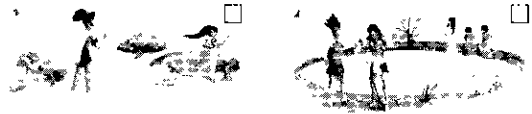
**2** Read the legend and mark (✓) the picture that best illustrates it.

Consider giving students time to read the legend on their own. Encourage them to look up the words in bold in the glossary. Then ask some comprehension questions: *Where did the prince live? Who do you think the princess was? Why did the prince and the princess die? Which place do you think was more beautiful – Heaven or Earth? When the meaning is clear to all, ask students to mark the picture that illustrated the story best. You may want to consider having a volunteer justify his or her choice.*

**3** Complete the sentences using the characters from the story.

You may like to invite students to read the incomplete sentences and, if needed, clarify their doubts. Explain that they need to complete the sentences using the characters from the story. Check their answers by saying the sentences using pronouns and inviting students to name the characters: *She was looking at him and waving. (The princess.)*

**1** Describe what you think is happening in each scene.



**2** Read the legend and mark (✓) the picture that best illustrates it.

### THE REACTIONS OF TWO THIEVES

adapted from an oral legend

The legend says that Prince Levanquo, the son of the emperor, found a **lost** prince who had lost his way in his garden in Heaven. One day he **found out** that the god's garden was even more beautiful than his, and he decided to visit it.

When the prince got to the palace, he saw one of the **gorgeous** gardens also a beautiful prince who was **missing** her. He was **looking at** him and waving. He said, "I have come to see you, and I've decided to go to Earth to see you." The wife of the prince was **troubled** to hear of this. She tried to persuade him. Her parents were **looking for** the prince, so she told him. When they found out where he was, they **got angry** and **forced** him to go back to Heaven.

One day the prince became sick, and the prince's wife **tried** to help him, but it didn't help him. When the prince **realized** that he was **close** to the palace, he **took** him to the mountains. He **took** him to near Heaven. The prince **could** be **seen** by the outsiders. He was **seen** and **took** him to a mountain near the sea. The prince **was** **seen** and he **was** **seen**. They became **troubled** by the sickness. When he **was** **seen**, he **was** **seen** by the sickening Mountain.

**3** Complete the sentences using the characters from the story.

1. \_\_\_\_\_ was \_\_\_\_\_ standing next to the lake.
2. \_\_\_\_\_ were \_\_\_\_\_ looking for them.
3. \_\_\_\_\_ disobeyed the rules.
4. \_\_\_\_\_ asked the girl for help.

**4** Identify the beginning, the middle and ending of the legend. Underline the key events of each part of the legend. This will help you with the structure of your story for the Final Product.

**5** Discuss the questions in pairs or small groups.

1. Do you like the ending of the legend?
2. Were the prince and the princess right when they disobeyed their parents?
3. Were their parents right to tell him to go home?

#### Glossary

**lost** (adj.)  
 not found or  
 missing  
**found out** (phrasal verb)  
 to discover  
**gorgeous** (adj.)  
 very beautiful  
**missing** (adj.)  
 not present  
**troubled** (adj.)  
 worried or  
 confused  
**looked for** (phrasal verb)  
 to search for  
**got angry** (phrasal verb)  
 to become  
 angry  
**forced** (verb)  
 to make someone  
 do something  
**tried** (verb)  
 to attempt to  
 do something  
**realized** (verb)  
 to become aware of  
**close** (adj.)  
 near  
**took** (verb)  
 to carry or  
 move something  
 from one place  
 to another  
**could** (verb)  
 to be able to  
 do something  
**seen** (verb)  
 to be visible  
**was seen** (verb)  
 to be visible  
**was seen** (verb)  
 to be visible

Unit 2 Fun with Tales

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**6** Identify the beginning, the middle and ending of the legend. Underline the key events of each part of the legend. This will help you with the structure of your story for the Final Product.

Consider giving students time to identify the parts of the legend. Some volunteers could read the key events they underlined. It's a good opportunity to remind them that they have already collected some more phrases in the previous lesson that will help them in the creation of the Final Product.

**7** Discuss the questions in pairs or small groups.

This is a good opportunity to foster respect towards others' opinions. Consider having students work in pairs or small groups. Encourage students to be respectful.

### Closing

We suggest you go to the Language Games section of the Game Bank on page ix and play *Scrambled Sentences* using sentences from the lesson.

## Achievements

Recognize textual and graphic organization. Arrange events in a sequence. Verb tense: past progressive.

### Opening

Consider going to the Vocabulary Games section of the Game Bank on page ix and play *How Many Things Can You Think of That...?* Include questions, such as *How many things can you think of that you can wear on your head/body/feet?*

### Development

1 Look at the picture of the story and identify the shoemaker, his wife, the elves and the shoes. Then read and number the paragraphs in order.

We suggest you have students look at the picture and point out the title and the author of the story. Then describe a character and have students point to that character in the picture: *He is wearing glasses – the shoemaker.* If students have problems with the vocabulary, clear up any doubts. Give students time to read the paragraphs silently and to order them. Encourage students to look up the words in bold in the glossary. Have them identify and underline typical words used to start and finish classic tales so that they can deal with the task more easily: *Once upon a time... They lived happily ever after.*

2 Underline the key events and phrases that helped you order the story.

It may be helpful to form pairs and ask students to share the key events that they underlined to order the story. You may want to mention that they are now learning more useful phrases to make their story book.

3 Work in pairs. Record each other reading the story.

Consider dividing students into pairs. Have students record each other reading the story using a cell phone recorder. Encourage them to tell their classmates how to improve pronunciation after they have heard each other's recordings. Make sure their comments are constructive and respectful.

4 Read the story again and circle *T* (true) or *F* (false).

We recommend that you ask students to do the activity and correct the false sentences. Have them underline the parts of the text that justify their answers.

1 Look at the picture of the story and identify the shoemaker, his wife, the elves and the shoes. Then read and number the paragraphs in order.

### The Shoemaker and the Elves



by Hans Christian Andersen

- A woman paid the shoemaker a lot of money for the shoes. That night the shoemaker left some leather on the table. The next morning, there were two beautiful pairs of shoes on the table. Soon, the shoemaker was very rich.
- Once upon a time, there lived a poor shoemaker. One night, he left some leather on the table to make a pair of shoes the next day. In the morning, he found two beautiful pairs of shoes on the table. He took them to the market.
- The shoemaker's wife said, "I'll make little clothes for the elves. I'll make them shoes," the shoemaker said. They ate the clothes and the shoes on the table and hid to watch the elves. When the elves saw the clothes and the shoes, they were very happy. The shoemaker and his wife never saw the elves again. But they lived happily ever after.
- The shoemaker and his wife were very curious, so they left some more leather on the table and hid to see who was making the shoes. Two little elves were stitching the shoes together and singing. They were not wearing any clothes.

2 Underline the key events and phrases that helped you order the story.

3 Work in pairs. Record each other reading the story.

4 Read the story again and circle *T* (true) or *F* (false).

- |   |   |   |
|---|---|---|
| 1 The elves were kind little beings.                            | T | F |
| 2 The shoemaker's wife didn't like the elves.                   | T | F |
| 3 The shoemaker made a lot of money with the help of the elves. | T | F |
| 4 The shoemaker and his wife saw the elves night after night.   | T | F |

Read pages 20 and 21 in the Reader and do the task.

#### Glossary

leather is a material made from the skin of an animal.  
curious, wanting to know something.  
stitching is sewing living creatures.



### Closing

We suggest you write the following cues on the board:

*not make – new shoes*  
*put on – new clothes*  
*look at – themselves in the mirror*  
*write – thank-you note*

Ask students to produce sentences using the cues to describe what the shoemaker saw when he was hiding the night the elves found the clothes.

### Reading Time

#### Fiction: The Heart Stone

We recommend that you ask students to read pages 20 and 21 of the story and do the matching in Task 2. Check as a class. You might want to elicit the characters' names and the general idea of the story so far.

## Achievements

Read and understand the general meaning and main ideas of a classic tale. Express personal reactions to literary texts, using known oral expressions. Rewrite sentences about key events.

### Opening

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Crossword* using the word *Christmas*.

### Development

**1** Mark (✓) the sentence you agree with and explain why.

This is a good time to do a mindfulness practice to make sure students are ready to talk about emotions. You may go to page T16a and have them follow your instructions.

We recommend that you divide the class into small groups and give students time to discuss the two statements. Write them on the board while students are discussing. Have different groups share their ideas with the class and write the reasons they give for their choices below each sentence.

**2** Read the story and say which of the sentences from Activity 1 summarizes it. Underline the sentences that support the message.

Consider giving students time to read the story silently and then you may discuss which of the two sentences in Activity 1 summarizes it. You could have them underline and say the sentences in the story that support the message. Go over the parts of the story where the characters speak. Point out that those parts are always written within quotation marks. Students could see the previous stories on pages 18, 19 and 20 and look for the parts where the characters' words are included.

**3** Go to the Mind Map on page 141 and complete it about *A Christmas Carol*.

We recommend that you focus students' attention on the mind map. First, you can ask them to write the name of the story. Then they could go back to the story and find a key event and write it. Next, they need to write sentences to illustrate the key event. Finally, ask them to imagine how they can illustrate that key event of the story. Ask them to write the description of the illustrations or draw them if they prefer. Ask students to follow the same procedure for the second key event.

**4** Compare your mind map with a classmate.

We suggest you divide the students into pairs. Have them compare their mind maps and talk about the key events they chose and the illustrations they would

**1** Mark (✓) the sentence you agree with and explain why.

Most of us are people who are happy when we help.  My only reason for helping is

**2** Read the story and say which of the sentences from Activity 1 summarizes it. Underline the sentences that support the message.

*A Christmas Carol*

On the Christmas Eve, Ebenezer Scrooge was sitting in his house, counting his money. He was a rich old man who had made his money by being very strict with his employees. He had never had a Christmas day since he had taken over the business. Scrooge did not like Christmas.

That night, when he was alone, Scrooge saw a great change. He said, "You have to be generous and happy. I don't see what is so difficult as to be nice." He got to see a party, a lot of people and a lot of Christmas lights. He was happy to see the lights.

Next, the Ghost of Christmas Past took Scrooge to his childhood home.

He and his family had a very happy Christmas. They were poor, but they were enjoying their Christmas night.

He said to himself, "I don't like Christmas." He said, "The Ghost of Christmas Past took Scrooge to see his old home. He was poor, but he was happy." He said, "I don't like Christmas."

On Christmas Day, Scrooge had to go to work. He had to go to work on Christmas Day. He was not happy, but he was not sad. He was not happy, but he was not sad. He was not happy, but he was not sad.

He was not happy, but he was not sad. He was not happy, but he was not sad. He was not happy, but he was not sad. He was not happy, but he was not sad.

He was not happy, but he was not sad. He was not happy, but he was not sad. He was not happy, but he was not sad. He was not happy, but he was not sad.

**3** Go to the Mind Map on page 141 and complete it about *A Christmas Carol*.

**4** Compare your mind map with a classmate.

**5** On a separate piece of paper, complete the summary using your notes from the Mind Map. This is good practice for the Final Product.

On Christmas Eve, Ebenezer Scrooge was sitting in his house, counting his money. He was a rich old man who had made his money by being very strict with his employees. He had never had a Christmas day since he had taken over the business. Scrooge did not like Christmas.

use to illustrate them. Make students aware that this activity will help them prepare for their final product and that working with a classmate can make them feel more confident.

Ask students to keep their mind map at hand because it can be useful for the creation of their final product.

**6** On a separate piece of paper, complete the summary using your notes from the Mind Map. This is good practice for the Final Product.

You may want to consider doing the first sentence of the summary with the whole class. When students finish writing their summary on a separate piece of paper, ask them to exchange summaries for a classmate to correct. Call students to the front to write the different sentences of the summary on the board. Correct any incorrect spelling and punctuation. Have different volunteers read parts of the summary aloud. Tell students to keep their work in their portfolios.

### Closing

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *How Many Things Can You Think of That...?* using the endings *...are fun/are boring*.



## Achievements

Recognize the general meaning of a text/story from some details. Verb tense: past progressive. Retell events from illustrations.

### Opening

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Hangman* using the word *fable*.

### Development

#### Underline the correct options.

Consider giving students time to read and choose the correct options. As part of the review, have students say names of fables they know and, if possible, some of their morals: *The Hare and the Tortoise* – *slow and steady wins the race*.

#### Read the title, look at the picture and predict what the fable is about.

We suggest you have students pay attention to the title of the story and look at the picture. Ask: *Who is the main character? What does he have in his mouth? What is he looking at?*

#### Read the fable and check your predictions. Then in pairs, discuss and mark (✓) the best moral for the story.

We recommend that you ask students to read the fable silently and choose the best moral for it. Check answers and encourage them to give reasons for their choice. Have volunteers read the fable aloud. Correct pronunciation and intonation where necessary.

#### Write K (key event) or D (detail) next to each sentence.

You may consider explaining that key events are those which are necessary to understand a story, and that details include additional information not indispensable for the understanding of the events. Check students' answers as a class.

#### Match the sentence parts. Then number them according to the order they appear in the fable.

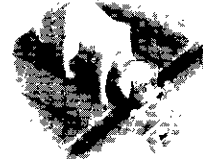
Consider reading the incomplete sentences and explain that they, when completed, summarize the main events in the story. Give students time to match the sentence parts and number them in order. Have students read the sentences aloud, and in order, to review.

#### Underline the correct options

1. A fable is a
  - a) long story
  - b) short story
2. The character of a fable is usually
  - a) animals
  - b) people
3. A fable usually has a
  - a) warning
  - b) moral

#### Read the title, look at the picture and predict what the fable is about.

### The Dog and His Reflection



A hungry dog was walking around the market looking for food when suddenly he saw a big bone on the butcher's stand. He decided to steal it, but when he was trying to go close to the but, he saw him and started . The dog didn't give up and grabbed the bone when the butcher was busy with a customer. He ran to the river. When he was crossing the bridge, he saw another dog in the water. The other dog also had a bone, and it looked bigger and nicer than his. He decided to attack the dog. He was preparing to bite the other dog when the bone fell out. The other dog's bone disappeared as well. This is when he realized that the 'other dog' was his reflection.

#### Read the fable and check your predictions. Then in pairs, discuss and mark (✓) the best moral for the story.

1. Never run with this sandwich in your hand.
2. Be content with the things you have.
3. Get what you think is best.
4. Always take your bones from a butcher.

#### Write K (key event) or D (detail) next to each sentence.

1. The dog decided to steal the bone.
2. The butcher was busy with a customer.
3. The dog ran to the river.
4. His bone looked bigger and nicer.

#### Match the sentence parts. Then number them according to the order they appear in the fable.

- |  |  |
|--|--|
| <input type="checkbox"/> The dog was walking around the market.  | when he was crossing the bridge.               |
| <input type="checkbox"/> He was preparing to bite the other dog. | when the bone fell out.                        |
| <input type="checkbox"/> The other dog also had a bone.          | when he was getting close to the bone.         |
| <input type="checkbox"/> He saw another dog.                     | when he saw a big bone on the butcher's stand. |

#### In small groups, write how the story could continue. Include key events and details. If necessary go back to the Mind Map on page 141 and see some examples of key events. This is good practice for the Final Product.

If you are interested in writing your own fable storybook, I hope two classmates you've known to work with if you've got one, can visit the website below and try to make you a storybook or a cartoon book. Another site you are: <http://www.fables.com>

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#### In small groups, write how the story could continue. Include key events and details. If necessary, go back to the Mind Map on page 141 and see some examples of key events. This is good practice for the Final Product.

Consider dividing students into small groups. Invite them to imagine what happened with the dog from the fable. Ask them to write the key events and details of the end of the story. Then invite groups to share the ending of the story to the rest of the class. You may invite students to check the Mind Map on page 141 again to recall the key events they wrote as a reference.

#### Getting Ready for the Final Product

We suggest that you ask students to choose two classmates to work with. Invite them to visit the website to select one of the classic stories suggested there to make their storybook.

### Closing

We suggest you go to the Language Games section of the Game Bank on page ix and play *Scrambled Sentences* using sentences in the simple past and the past continuous tenses. Example: *They were swimming in the pool when it started to rain.*


## Achievements


Verb tense: past progressive.

### Opening


In order to activate students' knowledge, you can write the words *Roman Empire* on the board and elicit words related to this period in history: *emperor, slaves, lions, Colosseum, soldiers, gladiators*, etc.

### Development



 Look at the pictures and circle **T (true)** or **F (false)**. In pairs, compare and justify your answers. Consider having students look at the pictures and identify the characters: *Androcles and the Lion*. Have them answer the exercise on their own. Then ask them to get together in pairs and check their answers. Encourage them to justify their choices.

 Read and underline the options to complete the story.


We suggest you ask students to read the story and decide which verb form they should use in each part. Ask them to work in pairs and take turns reading the sentences to compare their answers. Check the answers with the class.

 In pairs, think of an ending to the story and write it on a separate sheet of paper and illustrate it. Go back to pages 18 and 20 to recall some phrases you have already identified to write the ending of stories.


We recommend that you divide the class into pairs. Give them time to think and write the final scenes for the story. You may want to move around the classroom and provide help if asked for. Encourage the use of a dictionary and tell them they can use pages 18 and 20 to remember some phrases. Consider inviting students to illustrate their scenes and exchange their work with other pairs for them to read and suggest corrections if necessary. Have different pairs of volunteers show their illustrations and read their endings to the class. Ask students to vote on the most original version. Tell students to keep their work in their portfolios.

 Listen to the ending of the story and compare it with yours.  12


You can play Track 12 and have a class discussion to see which students were closer to the real ending of the story.

Go to Flight File 2 on page 127. 

We suggest you refer students to page 127. Go through the instructions with the class and help them with any questions. Give students enough time to do the tasks and allow them to compare their answers in pairs. At the end, tell students to keep their written work in their portfolios.

 Look at the pictures and circle **T (true)** or **F (false)**. In pairs, compare and justify your answers.

1. Androcles was chopping the lion's hair.  T  F
2. He was a slave in the Roman Empire.  T  F
3. The lion was very friendly to Androcles.  T  F

 Read and underline the options to complete the story.

### Androcles and the Lion

by George Bernard Shaw



1. The emperor's slaves kept the lion's hair so that he would not be afraid.



2. The lion was in the forest and he was very angry in the end.



3. Androcles was very kind and the lion was very friendly to him.





4. Androcles was very kind to the lion and he was very friendly to him.






5. Androcles and the lion were very kind to each other and they were very friendly to each other.



6. Androcles was very kind to the lion and he was very friendly to him.

 In pairs, think of an ending to the story and write it on a separate sheet of paper and illustrate it. Go back to pages 18 and 20 to recall some phrases you have already identified to write the ending of stories. 

 Listen to the ending of the story and compare it with yours. 

Go to Flight File 2 on page 127. 

Read the rest of the story in the Reader's Club at the back.

Unit 2 Fun with Texts

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### Closing

Consider dividing the class into groups of five or six students. Say: *Yesterday I was watching TV when...* and invite students to finish the sentence: *I heard a strange noise in the kitchen*. Explain that they should continue building sentences using the interrupted past: *I was going down the stairs to go to the kitchen when...* Finally, ask students to say their sentences aloud to the rest of the class.

### Reading Time

#### Fiction: The Heart Stone

We suggest that students read the rest of the story. Remind them to look at the pictures, look up the new words in the glossary, etc. It is important they enjoy the experience. Invite a volunteer to retell the main events in the story for the class. Then we recommend that you go to page 25 and do the Post-reading activity. Remind students that their imagination has no limits and that they should use it to do the tasks. Invite some students to read their story to the class.

## Achievements

Speak about personal reactions to and opinions about an event. Pronouns. Nonfrequent or absent letter groups found in mother tongue (“ee”).

### Opening

Make sure students have their books closed. We suggest you write the scrambled title of the story on the board for students to unscramble: *Boy / Who / Wolf / The / Cried /*. Invite a volunteer to write the title correctly on the board: *The Boy Who Cried Wolf*.

### Development

**1** Look at the picture and answer the questions. Then read the fable and check.

You may want to consider having students discuss the two questions in pairs. Write these questions on the board: *What are the sheep doing? What do you call the person who takes care of the sheep? Why is the wolf hiding behind the tree?* In pairs, students could share their ideas. Give students time to read the fable silently. You could encourage them to look up the words in bold in the glossary. Finally, ask a volunteer to retell the fable using his or her words.

**2** Underline the key events in the fable.

You may want to reiterate that key events are sentences that provide general but important information that helps us understand a main idea. Have students work in pairs to do the task. Ask volunteers to read the sentences they underlined and discuss whether or not they are key events.

**3** Find the following words in the text and write what each one refers to.

We recommend that you explain that pronouns are useful to avoid repeating words. Draw students' attention to the underlined pronouns in the text and give them time to find and write what each one refers to.

**4** Discuss the questions in small groups.

Consider reading the questions aloud and make sure students understand their meaning. You may give students a minute before you elicit answers. Remind students that honesty inspires respect and trust which are essential in everyday relationships.

**5** Go to the Collection of Evidence Template on page 153. Complete Activity 1 with information about the fable *The Boy Who Cried Wolf*.

Consider focusing students' attention on the first table. Ask them to go back to the fable and complete the table. You could make students aware that this activity will help them prepare for their final product.

**1** Look at the picture and answer the questions. Then read the fable and check.

1. What are the sheep doing in the picture? 2. What do you think the fable is about?

## The Boy Who Cried Wolf

Once there was a young boy who lived in a village. He was very mischievous and liked to play tricks on the people of his village. One day he decided to play a trick on the people of his village.

The people of the village were working when the boy came and he started shouting and crying. He was shouting, "A wolf! A wolf!" The people of the village were very scared and they started shouting, "What is the matter? What is the matter?"

The boy was shouting, "A wolf! A wolf!" The people of the village were very scared and they started shouting, "What is the matter? What is the matter?"

The boy was shouting, "A wolf! A wolf!" The people of the village were very scared and they started shouting, "What is the matter? What is the matter?"



**2** Underline the key events in the fable.

**3** Find the following words in the text and write what each one refers to.

1. the boy
2. the wolf
3. the sheep
4. the tree

**4** Discuss the questions in small groups.

1. What are the sheep doing in the picture?
2. What do you think the fable is about?

**5** Go to the Collection of Evidence Template on page 153. Complete Activity 1 with information about the fable *The Boy Who Cried Wolf*.

**6** Compare your table with a classmate and discuss the questions.

1. What was the boy shouting about?
2. How did the people of the village react to his shouting?

For this activity, you should observe a classmate writing and help him or her in order to continue the activity. You should also observe a classmate writing and help him or her in order to continue the activity. You should also observe a classmate writing and help him or her in order to continue the activity.

### Glossary

**mischievous** (adjective) causing trouble or fun in a playful way.  
**trick** (noun) a plan or device for deceiving someone.  
**shout** (verb) to speak loudly.  
**scared** (adjective) feeling afraid or nervous.  
**react** (verb) to respond to something.

**6** Compare your table with a classmate and discuss the questions.

We suggest you ask students to work with a classmate and compare their information. Then have them discuss the questions. Ask students to keep their mind map at hand because it can be useful for the creation of their final product.

### Getting Ready for the Final Product

Suggest to students that they go to the Collection of Evidence Template on page 153 and ask them to complete Activity 2. Monitor and help by referring them to some of the stories they have read so far in this unit.

### Closing

We recommend that you play *Tic-Tac-Toe*. Draw a grid with nine squares on the board with the following words: *sheep, wolf, boy, game, angry, ate, help, job* and *tree*. Divide the class into two teams. You could have different members of each team choose words from the grid and use them to make sentences about the story.

## Achievements

Develop a repertoire of words commonly used in social interactions. Rewrite key events. Understand narrative elements. Write and arrange sentences based on key events. Check that sentences comply with grammar, spelling and punctuation conventions. Express personal reactions to literary texts, using known oral expressions.

### Opening

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Crossword* using the word *grasshopper*.

### Development

**Read the two versions of *The Ant and the Grasshopper*. Then underline the parts that describe each picture.**

You may want to ask students to look at the pictures and describe them. Students could find similarities and differences. Have students recognize the emotions shown. Allow enough time for students to read the two versions of the fable and choose the paragraphs that best describe the pictures. You could encourage students to look up the words in bold in the glossary.

**Circle the sentence that describes the moral in each version.**

You may consider telling students that a *moral* is a practical lesson about what to do or how to behave, which you learn from a fable. Ask students to circle the sentence that describes the moral in each version. Invite volunteers to say what the moral is using their own words.

**Write 1 or 2 next to the phrases below, according to the version of the fable.**

We suggest you explain to students that the phrases refer to key parts of the two versions of the fable. Consider asking them to decide which version each phrase corresponds to and to write the numbers in the boxes.

**In pairs, discuss which version you liked the most and why.**

You may consider dividing the class into pairs to give students time to talk about which version they liked the most. Invite them to give justify their answers.

### Getting Ready for the Final Product

Suggest students to continue preparing their storybook. It may be helpful for them to go back to the Collection of Evidence Template and use the notes for Activity 2. Encourage them to follow the suggestions.

**Read the two versions of *The Ant and the Grasshopper*. Then underline the parts that describe each picture.**

**The Ant and the Grasshopper (Version 1)**  
By Aesop

One summer day a grasshopper was having a merry dance time singing and hopping around. He was passed by a busy ant, for he was late. "Play with me," said the grasshopper. "No, winter's coming and I've collected my food. You should do the same," the ant explained. But the grasshopper continued his singing and passed the ant after dancing from leaf to leaf. Winter arrived and the grasshopper could not find any food. He visited the ant. "Can I have some of your grain?" he begged. "I am hungry and I can't find any food." "You danced and played all summer while I collected grain. I will not give you any food," the ant replied. The grasshopper understood that there is a time to work and a time to play.

**The Ant and the Grasshopper (Version 2)**  
By Aesop

One summer day, a grasshopper was having a merry dance time singing and hopping around. An ant passed by, carrying grain for the winter. "Sing for me. You will make my work lighter," he said. "Of course!" the grasshopper said. He continued singing and followed the ant dancing from leaf to leaf. Winter arrived and the grasshopper didn't have any food. He visited the ant and asked him for something to eat. "Can I have some of your grain?" he begged. "I am hungry and I can't find any food." "You sang for me all summer and helped me with my work," the ant replied. "Of course I will share my food!" The ant and the grasshopper enjoyed a winter feast together. They knew that each contributes in the way he can.

**Circle the sentence that describes the moral in each version.**

**Write 1 or 2 next to the phrases below according to the version of the fable.**

one number only please write in the box.  grasshopper helped his friend.   
 ant worked all the time.  ant was late.   
 ant warned the grasshopper.  ant was late.

**In pairs, discuss which version you liked the most and why.**

- Write the number of the version you liked the most in the box.
- Write 1 or 2 next to the phrases below according to the version of the fable.
- Decide the number of pages you will use.
- Circle a cover for your storybook.
- Divide the text into separate pages.
- Put your book together.
- Draw a picture for each page.

**Glossary**

**ant** a small insect that lives in colonies and works together to build their nests.

**grasshopper** a large insect that can jump very far.

**hopping** jumping.

**lively** full of energy and excitement.

**work** to do a job or task.

**winter** the coldest season of the year.

### Closing

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Guessing Game* using the different characters in the stories they read in the unit.

## Achievements

Select and read a classic story. Put together and illustrate a storybook.

**Suggested Materials:** colored pencils, markers, sheets of paper, cell phone with speaker, video camera (on a cell phone), some background classical music

### Landing!

#### Getting Ready for the Final Product

We suggest you have students get together with their team to present their storybook. Monitor and help if necessary.

Then follow the suggestions to help students work on the final product.

#### Making a storybook

Consider asking students to take out the storybook they made on page 25. Then they should read their stories individually in order to check that the grammar, spelling and punctuation are correct. You could ask them to discuss their corrections in their teams. You could have students make a video recording of themselves reading the book aloud to younger students. Students should make a photocopy of the book for their portfolios and donate the original to the lower-grade students. Remind students they can learn literary expressions by reading classic tales.

#### Teacher's Tip



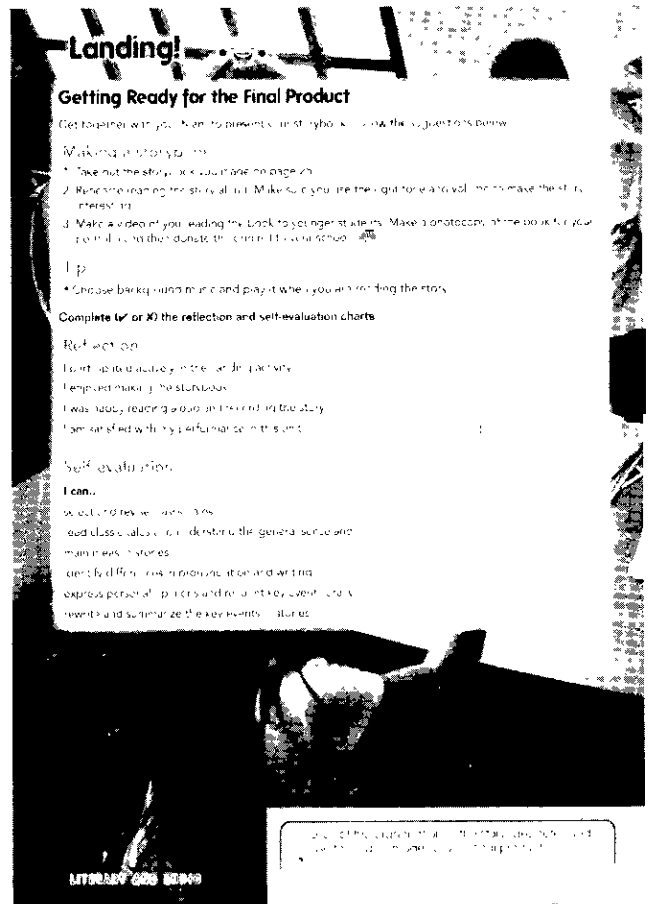
You may want to consider playing background music when students are reading the story. You could explain to students that the music will help stimulate the young students' imagination while they are listening to the story.

#### TIC link

Look at the organization of the story, take notes and use them as a model for your final product. <https://learnenglish.britishcouncil.org/en/stories-poems>.

#### Reflection

Before you refer students to the statements, you could have the class provide examples of finished actions and actions in progress in the past. Write some verbs from the unit on the board and have students read them using correct pronunciation. Then read the statements in the reflection box aloud and explain any unknown words. Ask students to mark ✓ if they think they did what the statement says or ✗ if they didn't.



Extract from pages 26-27

#### Self-evaluation

We recommend that you have students look at the statements and mark them individually in order to reflect on their learning, progress and performance. Divide the class into pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on those aspects they did not feel confident about, such as going over the specific lessons where those aspects are dealt with, or asking you for help.

#### Evaluation Instrument

Consider choosing a number of students you would like to evaluate this month. Make one photocopy of the Evaluation Instrument on page T27b per student. Complete the templates according to each student's performance and keep them as evidence of their progress.

**We recommend that you use Assessment 2 on page T125.**

## Key Events and Information about Tales

 Complete Tale 1 with information about the fable *The Boy Who Cried Wolf*.

### Tale 1

<b>Title</b>	
<b>Author</b>	
<b>Main Characters</b>	
<b>Key Events</b>	

 Complete Tale 2 with information about another fable/story.

### Tale 2

<b>Title</b>	
<b>Author</b>	
<b>Main Characters</b>	
<b>Key Events</b>	

# Evaluation Instrument

Name: \_\_\_\_\_

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

## Descriptive Evaluation Scale

 Mark the evaluation scale according to each student's performance.

Observe student's ability to...	Able to do it easily and correctly	Able to do it correctly with minor difficulties	Generally able to do it correctly but with some difficulties	Sometimes able to do it correctly but with noticeable difficulties	Rarely able to do it correctly and with lots of difficulty
understand the general sense and main ideas in a classic tale.					
identify the different elements of a classic tale ( <i>author, graphic and textual components</i> ).					
locate and talk about key events.					
give personal opinions about events.					
ask and answer questions to ask for and give specific information about a tale.					
rewrite key events in a classic tale.					



# Unit 3 Fun with Dictionaries!



## ACADEMIC AND EDUCATIONAL

### Fasten Your Seatbelt

In this unit, students will...

- review different bilingual dictionaries.
- understand how to use different sections of bilingual dictionaries.
- write instructions for how to use a bilingual dictionary.
- edit instructions and write an instruction manual.

### Curricular Objectives

- (A) Interpretation and follow-up of instructions.
- (B) Write instructions to use a bilingual dictionary.

### Landing!

Making an instruction manual for a bilingual dictionary  
 Reflection  
 Self-evaluation

### Assessment Tools

Collection of Evidence Template p. T39a  
 Evaluation Instrument: Questionnaire p. T39b  
 Assessment 3 p. T126

## Mindful Activity 3. Mindful Kindness

**Materials:** a big picture of a tree; sticky notes or pieces of paper and some tape

### Our Goal:

Nowadays acting defensively, and being aggressive and rude seems to have become the norm. It seems that we've forgotten that we are social beings and that we need to maintain good relationships with one another. Rudeness and aggression promote violence and make teamwork impossible. We need to find other ways of relating to each other. Through random acts of kindness, we will teach teens to build a respectful, confident, collaborative and joyful classroom. Being kind to ourselves and others boosts physical and psychological well-being.

### Instructions:

1. Ask students to look up the meaning of the word *kindness* in the dictionary. Write their ideas on the board. Here is one possible definition: *The quality of being friendly, generous and considerate.*
2. Brainstorm with students how you can be kind to each other: *We can be kind by saying Hi! to each other, keeping the classroom clean, smiling at each other, being quiet when someone is talking, sharing our school tools or lunch, helping a classmate with her or his homework, calling a friend who is sick, helping at home with the dishes.* Once they've understood that we can be kind to each other by doing simple acts, you can go to the next step.
3. Ask students to sit quietly for a moment and close their eyes. Say: *Think about a time when someone was kind to you. What did that feel like?* Give them 15-20 seconds to reflect. Say: *Think about a time when someone wasn't nice to you. What did that feel like?* Give them 15-20 seconds to reflect. Say: *Now think about a time you weren't nice to someone. Did you notice how they felt? Did you notice how you felt?* Give them 30-60 seconds to reflect. Say: *We all have experienced being nice and being*

*mean. But you probably have noticed that you feel better and others feel better when we are kind. Everyone wants to feel happy in their life. We can help ourselves and each other become happy when we are kind to each other.*

4. Hang the picture of the tree on the wall and give each student a sticky note or a piece of paper and tape. Say: *During this month, we will do random acts of kindness in the classroom, the school and at home. Every time you do one, you can post it on this tree. Let's see if we can fill it up!* (If you can't have a big picture of a tree in the classroom, tell them to draw a tree in their notebook and write down their acts of kindness on it.) Explain that a *random act of kindness* means doing something nice for someone without being asked and without expecting praise or a reward. It does not have to be a large act. It can be as simple as picking up a pencil someone has dropped or giving someone a compliment.
5. During the week, ask if they've done a daily act of kindness and ask them to notice how they felt about it. They can share verbally or reflect in silence.
6. It may be helpful to remind students that mindfulness is not about being perfect. If you (or they) have forgotten to do a random act of kindness for a few days, it is important not to feel angry or judgmental about it. You can say: *If you have forgotten to do some random acts of kindness recently, don't get angry at yourself. Take a breath and plan to do an act of kindness today.*





# Fun with Dictionaries!



## Fun with Dictionaries!

### Achievements

Activate previous knowledge. Recognize topic.

#### Fasten Your Seatbelt

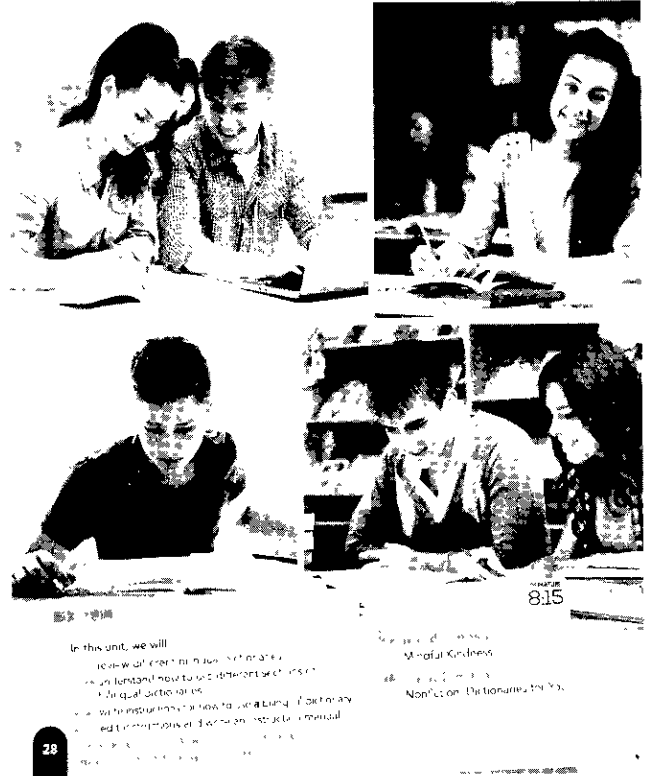
Activate students' knowledge by discussing with them the objectives planned for this unit. Talk about the things they will explore, learn and reinforce. Consider going through the achievements listed in the *Fasten Your Seatbelt* box and explain them in a way that is easy for students to understand.

You may want to tell students to look at the different pictures and elicit what the young people are doing: *Studying*. Ask: *Are they using the same study tools? Do you like to study*

*alone or with someone? What are the advantages of your method?*

We recommend that you explain that at the end of the unit, students will make an instruction manual for a bilingual dictionary that should be clear enough for people who don't know how to use one. Make sure students understand what a bilingual dictionary is: *a dictionary that shows meanings of words in two languages*. Each language is grouped alphabetically in separate halves of the book with translations into the other language

**P Poster Activity:** You can use an activity from page xi to work with Poster 3.



### Reading Time

#### Nonfiction: Dictionaries for You

When reading in a new language, we all need to learn how to use a dictionary well. Whether in print or online, a dictionary is a great tool to discover the world of words. In this unit, students will read a nonfiction text about dictionaries.

### Teacher's Tip



#### Using Dictionaries

Consider making students aware of the benefits of using dictionaries. They can become more independent and thus take more responsibility for their own learning. They can also learn more vocabulary since they will come across more words while trying to find the meaning of the one they are looking up. However, they should not overuse dictionaries. Make sure students realize they do not have to understand every single word they see. Whenever they encounter an unknown word, encourage them to infer the meaning through context.

### Value Being responsible



We suggest you talk to your students about the importance of taking responsibility for their actions. One way is to encourage them to accept and mend the mistakes they make. It is only human to make mistakes, but many of us find it hard to accept the consequences. Learning to find ways to fix our mistakes is a part of growing up.

## Achievements

Recognize different types of dictionaries. Identify purpose and intended audience. Select and check bilingual dictionaries.

**Suggested Materials:** bilingual dictionaries (one per small group)

### Opening

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play *Energy Boost*.

### Development

**1** Read the descriptions of different books. Then label the pictures.

Consider giving students time to read the definitions individually and label the pictures. Then ask them to compare their answers in pairs. It may be a good idea to check by having volunteers read each definition and saying the corresponding number of the pictures. At the end, encourage students to think about other kinds of dictionaries, like online dictionaries and find out if they ever use them.

**2** Read the questions. Then write the number of the appropriate book.

You may want to invite students to read the questions and think about which dictionary would be the right option for each case. Have volunteers read the questions aloud and give reasons for their choices: *A picture dictionary is ideal for children because pictures make learning vocabulary more memorable and fun.*

**3** Find an online version of each type of book. Copy the URL and share it with your classmates.

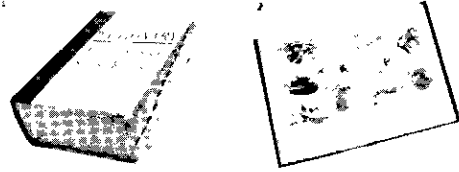
We suggest students find an online version of the dictionaries in Activity 1. Invite them to copy the URL into an e-mail and send it to a classmate. Encourage them to try the websites their classmates recommend. Share their opinions with the class.

If students do not have access to Internet, consider encouraging them to visit the school library or a public library where they can find other dictionaries. They can also talk to other students at school and ask for help. They can share their findings next class.

## Take Off

**1** Read the descriptions of different books. Then label the pictures.

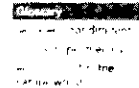
1. An online dictionary uses the **same** type of paper for the words and their definitions.
2. A picture dictionary contains words and pictures drawn from one language to another.
3. An online dictionary uses drawings or photographs to illustrate the meaning of words.
4. An online dictionary is a book that contains information about many different topics.



**2** Read the questions. Then write the number of the appropriate book.

1. Which dictionary is the best for me?
2. Which one can you go behind the E-mail when it is closed?
3. Which one can you use to get information about the source of E-mail?
4. Which one can you use to find the English definition of the word **environment**?

**3** Find an online version of each type of book. Copy the URL and share it with your classmates.



Unit 3 Fun with Dictionaries

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### Closing

We recommend that you divide the class into small groups. Have them think of five words in Spanish they would like to know how to say in English. Tell them to look up the words in a bilingual dictionary. Consider calling on one member of each group to go to the board and write their words in Spanish and English.

## Achievements

Identify text organization. Identify entries and subentries. Examine numbers and special characters and determine their use.

**Suggested Materials:** photocopies of different pages from a bilingual dictionary (one per pair of students)

### Opening

Consider dividing the class into small groups. We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Codes* using words from this unit.

### Development

**Look at the dictionary page and underline the correct options below. Then listen and check.** 13

We suggest you draw students' attention to the enlarged parts of the dictionary page. Explain that they show characteristics that most dictionaries have to help users find information about a word more easily. Consider giving students time to read the descriptions and choose the correct options.

**Check if online bilingual dictionaries have the same features.**

We recommend that you have students go online and check whether a digital version of a bilingual dictionary has the same features as a printed version. Ask them to identify and compare these features.

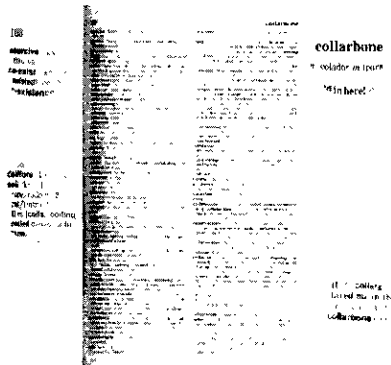
**Discuss the questions in pairs or small groups.** It may be a good idea to tell students to read the two questions and discuss them in pairs or small groups. Then have one group report their answers to the class and encourage the other groups to agree or disagree with their ideas or add new ones.

### Closing

We suggest you divide the class into pairs. Hand out the photocopies of the bilingual dictionary to each pair. Have them circle the elements they have just seen in the Language Log (*guideword, entry, meaning, phonetic symbols and second meaning*). You could check by naming an element of a dictionary and having students give an example.

## In Flight

Look at the dictionary page and underline the correct options below. Then listen and check.



- 1 The page is from a bilingual dictionary because it includes two languages.
- 2 The word at the top/bottom of the page is called a guideword and it indicates the last word on the page.
- 3 Entries are stored in alphabetical order by order of user.
- 4 Words with more than one meaning use Roman numerals/ordinal numbers to mark them.
- 5 The dictionary uses Roman numerals/ordinal numbers after a word to refer to the **part of speech** it belongs to either.
- 6 The phonetic symbols of words is shown with the symbols in parentheses if between vowels.

Check if online bilingual dictionaries have the same features.

Discuss the questions in pairs or small groups.

- 1 Why is it important to know the parts of a dictionary?
- 2 Which phonetic symbol is **useful**?
- 3 Does this information help you when using a dictionary?

Read pages 27 to 31 in the Reader and do the tasks.

#### Glossary

part of a page that contains a list of words from a text, such as nouns, verbs, adjectives, etc. to help find the meaning of a word.

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## Reading Time

### Nonfiction: Dictionaries For You

We recommend that you invite students to read page 27 in their Reader and do the pre-reading task in pairs. After a while, have a class discussion to check their answers. Then have them read pages 27 to 31. It may be a good idea to invite them to look up the words in bold in the glossary and underline information that is new to them. What have they found most interesting? Finally, have them do the *Over to You* task in pairs.

## Achievements

Understand the use of textual components in bilingual dictionaries.

**Suggested Materials:** bilingual dictionaries; materials for the Mindful Kindness practice (See page T28a.)

### Opening

Ask students to write the following letters as column headings in their notebooks: *a*, *m*, *s*, *t* and *o*. Tell them to write as many English words beginning with these letters as they can before you say *stop*. The students with the most correctly spelled words win. Change the letters and play again.

### Development

**1** Circle the elements you can't find in a bilingual dictionary.

You may want to consider allowing three minutes for students to decide which of the elements in the box don't belong to a bilingual dictionary. Have volunteers share their ideas. Finally, ask students to circle the words. Be flexible with students' answers; some bilingual dictionaries might include illustrations.

**2** Complete the labels using the numbers of the missing information.

Consider focusing students' attention to the dictionary entry in their books. Ask: *What things can we learn about the word when looking at the entry? What part of speech is the word? How many translations does the entry give? Can we find out what the past and past participle forms of the verb are?* Ask students to complete the labels. Check answers with the whole class.

Now, after working in pairs and groups, is a good moment to do Mindful Kindness practice. We suggest you go to page T28a and lead the practice. You could encourage them to look up new words while writing the notes for the Kindness Tree. Ask them to share what words they learned.

**3** Work in small groups. Review different bilingual dictionaries. Here are some suggestions of online and printed bilingual dictionaries:

If possible, invite students to visit some online dictionaries for them to see what the steps are to look up a word there. Then ask them to look up words in a printed dictionary and discuss the differences and similarities between printed and online dictionaries. Finally, you could ask them which one they prefer.

### Getting Ready for the Final Product

Suggest students to choose two classmates to work with. This is a good time to explain to them that they are going to write a manual of instructions to use a bilingual dictionary as their final product. Then invite

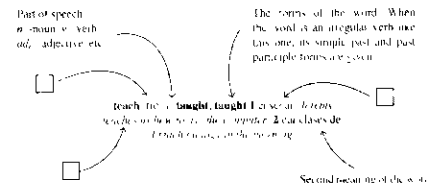
**1** Circle the elements you can't find in a bilingual dictionary

definition illustration pronunciation translation

**2** Complete the labels using the numbers of the missing information

1. The part of the word. 2. Example of use. 3. The number of the word.

In an English-Spanish dictionary, you can find the following information:



**3** Work in small groups. Review different bilingual dictionaries. Here are some suggestions of online and printed bilingual dictionaries

<https://www.wordreference.com/espanol/teach>

<https://www.english.com.ar/dict/>

<https://www.merriam-webster.com/espanol/teach>

Corbett, C. & Merriam-Webster, Inc. 2010. Merriam-Webster's Spanish-English and English-Spanish

Spanish-English Dictionary. Merriam-Webster, Inc.

Reinhold Goulet Dictionary. Espanol/ingles, English/Spanish

2009. Madrid, Rebolledo

<https://www.merriam-webster.com/dictionary/teach>  
In this unit you will learn how to find out how to use a bilingual dictionary. Choose two classmates to work with. Use the information from pages 29-31 to write a brief description of how to use a bilingual dictionary.

Feed pages 32 and 33 of the Reader into the task.

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them to go back to pages 29-31 and write a short description of what a bilingual dictionary is. Take this opportunity to monitor and help if necessary.

### Closing

You may want to divide the class into pairs. Ask them to write two words on a piece of paper and exchange it with another pair. Have the pairs look up the words in a bilingual dictionary and write the corresponding entry.

### Reading Time

#### Nonfiction: Dictionaries for You

We suggest you ask students what important facts they remember about the history of dictionaries. Praise the volunteers.

Then have students read pages 32 and 33 and, with the help of the dictionary, do tasks 1 and 2 in pairs. Check as a class.

## Achievements

Textual organization patterns: listings. Relate words to their phonetic symbols.

### Opening

You may want to consider playing the *Alphabet Chain* game. Say the word *dictionary* and have a student say another word beginning with the last letter: *y*. Encourage students to continue playing the game until all the students have participated.

### Development

**1** Read the strategies to put words in alphabetical order. Match them with their examples.

Consider having students work in pairs and take turns reading the strategies first. Encourage them to underline key words on each text in order to understand what each strategy is about. Then ask them to match each strategy with their examples individually. Then they can talk to their classmates again to compare their answers. Check answers with the whole class and encourage volunteers to provide additional examples of each strategy. Help them in their attempts to give these examples.

**2** In your notebook, write the entries below in alphabetical order.

Students should be now more familiar with some rules to put words in alphabetical order. Even though, you could explain that listing words in alphabetical order means not only looking at the first letter, but also the letter or letters that follow immediately after. Model using the words *describe* and *description*. You could show them that the first six letters of the words are the same. In order to put those words in alphabetical order, they have to look at the seventh letter in each word and see which one comes first. Allow time for students to do the task. Check answers with the whole class. Point to the phonetic symbols and encourage students to relate them to the sounds. Ask students to look at the phonetic chart on page 148.

**3** Play a guessing game following the instructions below.

Consider dividing the class into pairs. Read the instructions and elicit one or two example sentences. Write the sentences on the board. Call volunteers to the board to replace the words with the phonetic symbols. To review, ask different pairs to write their sentences on the board for the class to identify the words.

**1** Read the strategies to put words in alphabetical order. Match them with their examples.

**1** Words that are similar

When two words have the same beginning but one ends and the other has more letters, the shorter word comes first.

**a**

1. are

2. bail

3. cow

**2** A-B-C order

When words begin with different letters place them in A-B-C order according to the first letter of each word.

**b**

1. apple

2. abo

3. are

**3** First letters are the same

When two or more words begin with the same letter, look at the second letter. Identify which of the second letters comes first in the alphabet.

**c**

1. art

2. bee

3. beehive

**2** In your notebook, write the entries below in alphabetical order.

skone eskoge, 1. zoro in

skit, skot, in fada, enagua

skilfa, skil, had, hebl, prestro

skul, skul, in cranio, caavera

swam, skia, in, enmar, de, ghope

sk, wal, 1. n, esq, 2. v, esq, ar

sk, p, skup, v, salta

s, to, skiep, v, dar, one, botetado

**3** Play a guessing game following the instructions below.

In pairs, write sentences using three of the words above. Then rewrite the sentences replacing the words you chose with the phonetic symbols. After that, exchange sentences with another pair and identify the words they are using in their sentences. For example: *She never wears a 'kard'.*

My sentences

1

2

3

My classmate's sentences

1

2

3

### Closing

We suggest you play *Stop*. Write letters on the board and have students write as many words as they can beginning with those letters before you say *stop*. Call on the winner – the student with the most words – to write them on the board for the class to list them in alphabetical order.

## Achievements

Articles, nouns, adverbs, adjectives and pronouns. Establish type of word from an abbreviation. Locate words in English and in the mother tongue. Read the definitions for words in English and in Spanish. Classify types of words in a table.

### Opening

Consider dividing the class into pairs. Write the following sentences on the board and ask volunteers to complete each with a suitable word: *It was a \_\_\_\_\_ cat. The boy ran very \_\_\_\_\_. They live in a big \_\_\_\_\_. Sue is very \_\_\_\_\_. They cleaned up \_\_\_\_\_ garden.* Encourage students to say how they decided on the words they chose.

### Development

**1** Label each definition with the name of a part of speech.

Consider having students work in the same pairs as in the Opening activity. Explain what a part of speech is: *a word with a specific function within a sentence*. Elicit examples. Ask students to read the definitions and write what part of speech each one describes. Review as a class. Tell students to look at the underlined words in the Opening activity and decide what part of speech they are. Call volunteers to the board to write the abbreviations from the book under each underlined word.

**2** Write the abbreviations for the parts of speech in the entries below.

We suggest you give students time to look at the entries and their definitions. Then have them choose which abbreviation from Activity 1 would go in each space. You could check by saying a word and asking volunteers to say the part of speech and spell the abbreviation. Finally, ask students to mention what other information is included in the entries.

### Getting Ready for the Final Product

Suggest to students that, with their team classmates, they go to the Collection of Evidence Template on page 154. Invite students to complete Activity 1. This is a good opportunity to monitor students. You can help them if necessary.

**1** Label each definition with the name of a part of speech

adjectives (adj.) adverbs (adv.) articles (art.) conjunctions (conj.)  
nouns (n.) prepositions (prep.) pronouns (pron.) verbs (v.)

- They name people, places or things.
- They describe actions.
- They replace nouns or noun phrases.
- They describe verbs, adjectives or adverbs.
- They describe nouns.
- They are used before nouns; they can be definite or indefinite.
- They join words, phrases or clauses.
- They are words or groups of words that combine with a noun or pronoun to form a phrase.

**2** Write the abbreviations for the parts of speech in the entries below.

- ghostly (adj.) [ ] phantom (n.) fantasma (n.) espíritu (m.) He saw a \_\_\_\_\_.
- appear (v.) [ ] (come into view) aparecer (v.) He suddenly \_\_\_\_\_ed from behind the door.
- old (adj.) [ ] (advanced in age) viejo, mayor (adj.) He is an \_\_\_\_\_ man.
- the (art.) [ ] el, la, los, las (articles) I know how to soccer.
- them (pron.) [ ] les, los, las She gave \_\_\_\_\_ a present.
- key (n.) [ ] (including place, location) en The keys are \_\_\_\_\_ the drawer.
- out (adv.) [ ] pero She was tired, \_\_\_\_\_ they were not.
- suddenly (adv.) [ ] (unexpectedly) de repente, de pronto He \_\_\_\_\_ fainted.

1. ghostly (adj.) 2. appear (v.) 3. old (adj.) 4. the (art.) 5. them (pron.) 6. key (n.) 7. out (adv.) 8. suddenly (adv.)

Remember that in this unit you will see a manual of instructions for using a bilingual dictionary. You have already written the characteristics of a bilingual dictionary on page 37. Now, with your team classmates, go to the Collection of Evidence Template on page 154. Complete Activity 1 and write the words and abbreviations you will include in your manual of instructions as examples to illustrate the steps on how to use a bilingual dictionary.

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### Closing

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Category Dictation*. You could write headings on the board with the names of parts of speech. Ask students to copy them into their notebooks. Dictate some words for them to sort into the corresponding categories. For example: *scared, a, hid, quickly, armchair, mouse, and, under, the, ran, an*.

## Achievements

Establish type of word from an abbreviation. Read the definition for words in English and Spanish. Locate and read the definitions of words.

### Opening

You may want to consider having students draw a bingo card with four squares and write the abbreviation for a part of speech in each. Say a word for them to write in the box that has the corresponding part of speech: *happy*, *computer*, *beautiful*, or, *fast*, *clearly*, *Mexico*, *the*, *lion*, *near*, etc.

### Development

**1** Work in pairs. Look at the scenes and decide what word completes the sentences.

Consider dividing the class into pairs. Give them time to find one word that completes all the captions. Have students read the captions aloud. You could ask them what part of speech the word *play* is, but do not confirm their answers yet.

**2** Write v. (verb) or n. (noun) according to the definitions.

You may want to consider telling students to complete the entry by writing the correct abbreviations on the lines. Ask them to compare their answers in pairs. Now, check as a class and confirm students' answers to the previous activity.

**2** Read the dictionary entry. Then draw a scene and write a sentence for each meaning.

You could divide the class into pairs. Consider asking them to look at the entry and have a volunteer read it aloud. Ask: *How many meanings does the word have? What part of speech corresponds to each meaning? What is the abbreviation for each part of speech?* Allow time for the students to draw their scenes and write a sentence for each one. Encourage pairs to form small groups and share their work. It is OK to make comments, but make sure they are kind to their classmates at all times.

**3** Look up the word *light* in a bilingual dictionary. Go to the Mind Map on page 142 and complete the sections *word* and *examples*. This will help you think about the steps you follow when using a bilingual dictionary.

We suggest you have students look up *light* in a dictionary. Ask: *How many meanings does the word have? What parts of speech do they correspond to? How do you abbreviate them?* Then you could invite students to go to the mind map on page 142. Have them work on their own to complete the first two sections at this point.

**4** Now, compare these sections with a classmate. Discuss what steps you followed to look up the word *light*. Together, complete the section *steps to use a bilingual dictionary*.

**1** Work in pairs. Look at the scenes and decide what word completes the sentences.

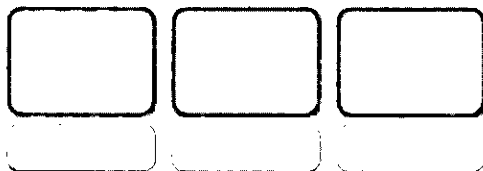


**2** Write v. (verb) or n. (noun) according to the definitions.

1. un (n) 2. un (n) 3. un (n)

**2** Read the dictionary entry. Then draw a scene and write a sentence for each meaning.

1. un (n) 2. un (n) 3. un (n)



**3** Look up the word *light* in a bilingual dictionary. Go to the Mind Map on page 142 and complete the sections *word* and *examples*. This will help you think about the steps you follow when using a bilingual dictionary.

**4** Now, compare these sections with a classmate. Discuss what steps you followed to look up the word *light*. Together, complete the section *steps to use a bilingual dictionary*.

Read the rest of the text in the reader and do the tasks.

34

Consider making students aware that this activity will help them prepare for their final product and that working with a classmate can make them feel more confident. Have them share their mind maps and talk about what they did to complete the first sections. Then invite them to complete the section *steps to use a bilingual dictionary* of the mind map and check some volunteers' answers. You may consider asking them to keep the mind map at hand because it can be useful for the creation of their final product.

### Closing

We recommend that you have students look up at least five English words with more than one meaning. Tell them to list them in alphabetical order and write entries for a bilingual dictionary, including parts of speech and Spanish translations. You could divide the class into small groups to compare their work.

### Reading Time

#### Nonfiction: Dictionaries for You

Elicit examples of phrasal verbs and some parts of speech; ask when we use capital letters and what we use the phonetic transcript for. Then ask students to finish reading the text and play the game on page 36 in groups. Monitor and provide help when necessary.

## Achievements

List abbreviations. Understand the use that is given to lowercase and uppercase letters.

### Opening

Activate students' knowledge by writing the following pairs of sentences on the board: 1. *The train arrived ten minutes late.* / *If you train hard, you'll win.* 2. *He is mean.* / *What do you mean?* 3. *A rock fell on his head.* / *He loves rock.* 4. *He plays the organ.* / *The heart is a muscular organ.* Consider having students copy them into their notebooks and write the meaning and the part of speech for each underlined word.

### Development

**1** Read and complete the text using the words in the box.


Consider explaining to students that they are going to complete a text about some differences between American and British cultures. Point out that one way of deciding what word should go in each blank is by understanding what part of speech is needed. Give students time to complete the text and have them compare their answers in pairs. Have different volunteers take turns reading the text aloud. Consider correcting pronunciation where necessary.

**2** Listen and write the words given as examples of British and American English pronunciation. **14**

We recommend that you explain that they are going to hear someone talking about some differences between British and American pronunciation. Explain that they should focus on the words and the differences. Tell them not worry about trying to understand everything. You could check answers on the board.

**3** Listen again and practice the pronunciation of the words in British and American English with a classmate. Discuss the two differences in pronunciation.

We recommend that you refer students to the words you wrote on the board and model the pronunciation in British and American English. Then have them practice in pairs. Ask volunteers to model the pronunciation for the class.

Go to Flight File 3 on page 128. 

Consider referring students to page 128 and organize them into pairs. Explain that they are going to complete mind maps with the information they have learned. Check answers with the class.

**1** Read and complete the text using the words in the box.

Speak in They differently and the different uniforms


American and the British  
 The same way? **5** \_\_\_\_\_  
 13 \_\_\_\_\_  
 differences? Well, the British **drive** on the left side of the road, while Americans drive on the \_\_\_\_\_  
**Young people** (1) \_\_\_\_\_  
 top. Most British children wear (2) \_\_\_\_\_ to school, but most Americans don't. British children play soccer (3) \_\_\_\_\_  
 while Americans play football (4) \_\_\_\_\_  
 However, there are aspects of similarities between the countries and they **share** 500 years of history.

Words to use:  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

**2** Listen and write the words given as examples of British and American English pronunciation. **14**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**3** Listen again and practice the pronunciation of the words in British and American English with a classmate. Discuss the two differences in pronunciation.

Go to Flight File 3 on page 128. 

Use the Glossary File 14 on page 128. In your team, go to the Collection of Evidence Template on page 154 and do Activity 2.

**Glossary**

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

Unit 3 Fun with Dictionaries **35**

### Getting Ready for the Final Product

We suggest you ask students to get together with their team. Then invite them to go to the Collection of Evidence Template on page 154 and do Activity 2. Monitor and help if necessary.

### Closing

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play Body Xs.



## Achievements

Textual organization patterns: listings. Understand the use that is given to lowercase and uppercase letters.

### Opening

Consider dividing the class into small groups. Tell them to write two lists: one with names of European countries and the other with names of European capital cities.

Remind them to use uppercase letters at the beginning of the names of the countries and cities. Also tell them to list the countries and the cities in alphabetical order. After a few minutes, you could check which group has the most correct names properly listed.

### Development

**1** Read about London and complete the fact file.

We suggest you ask students to read the text and complete the fact file. Encourage them to check their answers in pairs. You may want call volunteers to the front to complete the information on the board. Make sure they capitalize the proper nouns. Keep this information on the board for the next activity.

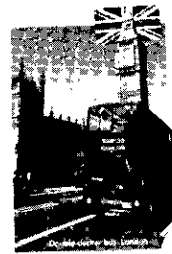
**2** Circle three proper nouns in the text above. In pairs, name some places like the ones in London that you can find in Mexico.

You may consider telling students to circle the nouns in the text. Invite volunteers to say the nouns they circled. Write them on the board and ask students to reflect on which nouns begin with uppercase letters and why. After that, ask them to work with a classmate and think of different landmarks or famous places in their town or city. Check their ideas as a class.

**3** Read the text and circle the missing capital letters. Then underline the common nouns.

We recommend that you give students time to read the text and circle the missing capital letters. Then call volunteers to the front to write the text on the board, dictated by their classmates.

**1** Read about London and complete the fact file.



London is the capital city of the UK. Some of its famous landmarks are Buckingham Palace, the London Eye, Tower Bridge, St Paul's Cathedral and Big Ben. There are many others. In 2016, London had an official population of 8.7 million, but it is expected to reach 9.8 million by 2025.

Name of Country	Population	Famous Places
Capital City	Official Language	

**2** Circle three proper nouns in the text above. In pairs, name some places like the ones in London that you can find in Mexico.

**3** Read the text and circle the missing capital letters. Then underline the common nouns.



by J. by Clarendon House

Australia is a big, industrialized country that produces cars, iron, chemicals and many other products. people speak English, and most of them live near the big cities. the capital is Canberra. It's a modern city, and it's heavily populated and noisy. Sydney is Australia's largest city.

Go to the Collection of Evidence Template on page 154. Work with your partner to complete the Activity.

36

### Getting Ready for the Final Product

You can encourage students to go to the Collection of Evidence Template on page 154 and do Activity 3. Monitor as they work in teams.

### Closing

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play Category Dictation.

## Achievements

Understand the instructions to use a bilingual dictionary. Classify types of words in a table. Arrange sentences in a logical sequence.

### Opening

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play *Calf Pumps*.

### Development

#### 1 Number the steps for using an online visual dictionary.

Consider asking students to read all the steps first to get a general idea. Then have them complete the sentences using the words in the box. Remind them to look up the words in bold in the glossary.

#### 2 Complete the steps using the words in the box.

Consider dividing the class into pairs and ask students to complete the steps with the words in the box. Check answers as a class.

#### 3 Use the steps with this visual dictionary.

Suggest students to go to the link and explore the website. Encourage them to look for words using the steps they reviewed in Activity 1. Have some volunteers share their with the class.

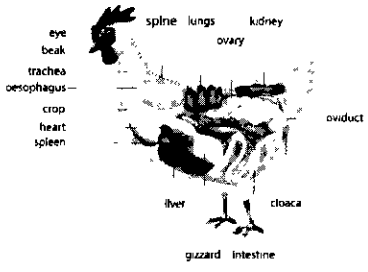
### Getting Ready for the Final Product

Suggest students to get together with their team classmates. It may be helpful for them to go back to the Collection of Evidence Template on page 154. Encourage students to keep their work in their portfolios.

#### 1 Number the steps for using an online visual dictionary.

1. Repeat the steps to look up another word

2. Select the topic you are interested in, for example, anatomy of a bird, example of birds, skeleton of a bird, etc.



3. Write the word to be searched, for example, bird

4. Click on the word(s) you want to know the meaning of or their pronunciation, for example, trachea

Example of chicken anatomy

#### 2 Complete the steps using the words in the box.

Finally, First, Then, Next.

#### 3 Use the steps with this visual dictionary.

<http://www.visualdictionaryonline.com/index.php>

Work with your team/classmates. Go back to the Collection of Evidence Template on page 154. Read the first draft you wrote for using a bilingual dictionary in Activity 3. Complete it using the steps to link the steps. Rewrite the steps on a separate sheet of paper.

### Closing

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play *Foot Flexing*.

## Achievements

Establish the number of instructions or steps. Read to revise punctuation and spelling conventions. Mark and clarify doubts. Remove and/or add information to improve a text. Write a final version.

**Suggested Materials:** colored markers or pencils, flipchart paper (one sheet per team), different bilingual dictionaries.

### Landing!

#### Getting Ready for the Final Product

We suggest you invite students to get together with their team classmates. Ask them to take out their last version of the manual of instructions they wrote.

#### Making an instruction manual for a bilingual dictionary.

We recommend that you invite students to them edit their work before writing the final copy onto a large sheet of paper. Encourage students to make their manual as attractive and easy to follow as they can.

#### Teacher's Tip



You may invite students to make their manual clear and colorful, so that it is attractive to the eye and easy to read.

#### TIC link

Read the article and choose one of the steps that you find useful for your final product and explain why.  
<https://www.thoughtco.com/how-to-use-bilingual-dictionaries-1372757>

#### Reflection

At the end of the unit, read the statements in the reflection box aloud and explain any unknown words. Ask students to mark ✓ if they think they did what the statement says or X if they didn't.

#### Self-evaluation

We recommend that you have students look at the statements and mark them individually in order to reflect on their learning, progress and performance. Consider dividing the class into pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on the aspects they did not feel confident about, such as going over the specific lessons where those aspects are dealt with again, or asking you for help.

**Landing!**

**Getting Ready for the Final Product**

Work with your team classmates and take out your last version of the manual of instructions you wrote on page 37.

**Making an instruction manual for a bilingual dictionary**

1. Make a final copy of the instruction manual on a large sheet of paper.
2. With your team, illustrate each step with examples.
3. Display the instruction manual in a visible place for others to read.

**Tips**

- Make your manual clear and colorful so that it is attractive to the eye and easy to read.

**Complete (✓ or X) the reflection and self-evaluation charts**

**Reflection**

- I learned some differences between American and British English.
- I am more familiar with different types of dictionaries.
- I will use dictionaries more often.

**Self-evaluation**

**I can...**

- review and select different bilingual dictionaries.
- use the different sections of bilingual dictionaries.
- write instructions for how to use a bilingual dictionary.

Extract from pages 38-39

#### Evaluation Instrument

You could choose a number of students you would like to evaluate this month. Make one photocopy of the Evaluation Instrument on page T39b per student. We suggest you complete the templates according to each student's performance and keep them as evidence of their progress.

**We recommend that you use Assessment 3 on page T126.**

## Manual of Instructions for a Bilingual Dictionary

**1** Select the English words and the abbreviations you will include in your manual of instructions.

**2** Look back at pages 29 to 34 and the Mind Map on page 142. With all this information and practice you have had write ideas of what you want to include in the manual of instructions. Decide if you want to do it for an online or printed bilingual dictionary.

**3** Use the ideas above and write the first draft of your manual of instructions.

# Evaluation Instrument

Name: \_\_\_\_\_

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

## Questionnaire

Use the code to evaluate the student's performance.

<p><b>4 - very well</b> <b>3 - well with minor difficulties</b> <b>2 - shows noticeable difficulties</b> <b>1 - can rarely do it</b></p>
--

How well can the student...

locate sections assigned to each language in a bilingual dictionary?	4	3	2	1
identify entries and subentries?	4	3	2	1
read and understand definitions of words in English and in Spanish?	4	3	2	1
determine which part of speech a word is, based on abbreviations?	4	3	2	1
write instructions and order sentences into sequences?	4	3	2	1

**NOTE:** Use the results to provide students with feedback and suggest areas of study.



## Unit 4 At the Movies!



### FAMILY AND COMMUNITY

#### Fasten Your Seatbelt

In this unit, students will...

- review the characteristics of short films.
- learn to identify the general sense and main ideas in short films.
- write lines and dialogues for short films.

#### Curricular Objectives

- (A) Exchanges associated with media.
- (B) Compose dialogues for a short film.

#### Landing!

Writing a short film script  
Reflection  
Self-evaluation

#### Assessment Tools

Collection of Evidence Template p. T51a  
Evaluation Instrument: Anecdotal Record p. T51b  
Assessment 4 p. T127  
Assessment Term 1 pp. T134-T136

### Mindful Activity 4. Mindful Listening

**Materials:** a bell or a recording of a bell with a long but gentle ring

#### Our Goal:

We are surrounded by sounds, but our mind can be so noisy in and of itself, that most of the time we don't pay attention to them. We are so busy thinking about the past and the future that we don't listen to the sounds around us or to each other. By learning to be mindful of the sounds around us and recognizing how pleasant, unpleasant or neutral they can be, we are developing the skill of listening, which is a crucial element of human communication. When we are mindful of sounds, the noise within our head quiets down. Then it is possible to experience peace, and we can communicate and establish healthy relationships.

#### Instructions:

1. You may ring the bell or play the recording.
2. It's a good opportunity to reflect with students about the importance of listening and being listened to. Have them share with the class the times they ignored someone who was talking to them and times when they felt ignored by someone.
3. You can practice mindful listening with your students. Say: *Let's begin by focusing our attention on the sound of the bell up to the moment the sound is gone. Raise your hand when it is gone. Let's do it three times. Notice when your mind wanders and bring it back to the sound of the bell.*
4. At the end of the third bell, you may say: *Let's expand your attention to sounds around you. There is no need to look for sounds. They will come to you. You may notice sounds near you or farther away.*
5. We recommend you explain that they should try to listen to the sounds without thinking of what made them. Some sounds may be pleasant (music, birds singing), unpleasant (ambulance siren) or neutral

(people speaking in the hall), but they are just sounds. They should focus on the sounds and register as many as they can before you ring the bell to end the practice. Keep exploring sounds around you until you hear the bell ring.

6. Invite students to share what this practice was like for them. Please remember to validate their responses and praise their observation skills rather than what they experienced. If they found the practice easy or interesting, say: *It's good you noticed that. Keep practicing!* If they found it difficult, annoying or boring, you may say: *Good job for noticing that. That means you were practicing mindfulness perfectly! Having difficulty focusing or feeling annoyed by things around us is exactly why we practice mindfulness, so we can get better at focusing and noticing how we feel. Keep trying and see what it is like next time.*
7. For homework, invite them to make a list of sounds they noticed on their way home. Have they noticed anything new?



# At the Movies!



# At the Movies!

## Achievements

Activate previous knowledge.

### Fasten Your Seatbelt

We recommend that you discuss with students the objectives planned for this unit. Talk about the things they will explore, learn and reinforce. You may consider going through the achievements listed in the *Fasten Your Seatbelt* box and explain them in a way that is easy for students to understand.

We suggest that you have students look at photos and describe what they show. Guide students with questions to elicit the description of the pictures.

You could point to the pictures and ask: *Can you recognize any of the actors? Is it a funny or sad film? What are the people doing in the other two photos? Why are they all wearing special glasses? Do you think they are enjoying the film?*

Explain that the specific project for this unit will be to write a script for a short film. Ask students if they enjoy watching films. Consider eliciting the names of their favorite ones.

**P Poster Activity:** You can use an activity from page xi to work with Poster 4.

### Teacher's Tip



### Pair and Group Work

It is recommended to vary the combination of pairs and groups. You could follow these tips:

1. You could form mixed ability groups to promote interaction among students with different levels of achievement.
2. It is also advisable sometimes to let students pair up or form a group according to their own choices.
3. We suggest you give each student a specific role to make sure they all participate actively.
4. It's a good idea to make sure everybody understands the instructions before they start working.

### Value Culture appreciation through cinema



You could make students aware of how films can show us interesting aspects of other cultures. We suggest you have them notice that we can learn much about how people behave in other countries and the values they have when we watch movies. You could explain that cinema expresses a country's culture and it is a window to the world.



### Reading Time

#### Fiction: The Mute Movie

This is a story set in the age of silent movies, about a boy who loves movies. While watching a movie at the famous Roxy Theater in Chicago, he is mysteriously transported into the movie and finds himself fighting to save the king from capture.

## Achievements

Activate previous knowledge. Identify topic, purpose and intended audience.


### Opening

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play *Foot Flexing*.

### Development

**1** Label the scenes using the titles in the box. Consider having students look at the three scenes and describe what they see. You may consider providing the necessary vocabulary to help students express their ideas. Read the titles of the films and have them do the task. Check answers by calling out each number and having students say the name of the movie.

**2** Number the reviews according to the scenes above. We recommend that you have students look quickly at the texts and ask where they would find them (in magazines or newspapers, on the Internet). We suggest you explain that a review is the comment and evaluation of a movie made by a critic. Have students notice the stars above each text. Ask if they know what they mean (evaluation made by the critic; the more stars, the better the movie). Consider telling students to read the reviews. Teach any new words (*crew*, *tramp*, *fighting*). Have students number the reviews, then check answers by inviting volunteers to read each review and say the number of the scene it relates to. You may encourage students to look up the words in bold in the glossary.

**3** Listen and number the extracts of the movies in the order you hear them.  15

We suggest you explain that students will listen to excerpts from each of the movies in Activity 1 and they should number the scenes according to the order in which they hear them. You can play Track 15 more than once if needed. Check answers. You could encourage students to say what key words/sounds or music helped them identify the correct movie.

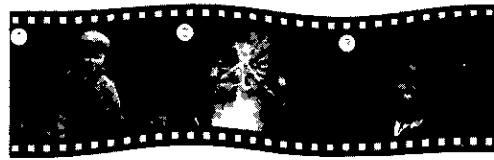
**4** Discuss the questions. Consider dividing the class into pairs and read the questions. Have pairs exchange ideas. Invite some to share their opinions with the class. Ask students if they have seen any of the three movies and if they liked them.

**5** Underline the two big differences between movies in the past and now. You may consider having students work with the same classmate as before. Invite volunteers to read the four sentences. Ask them to identify the differences. Check answers by inviting students to read the two sentences they underlined.

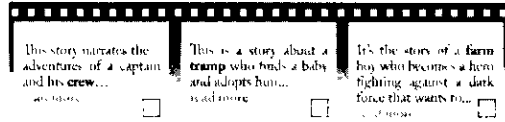
## Take Off


**1** Label the scenes using the titles in the box.

Pirates of the Pacific    Galactic Wars    The Kid



**2** Number the reviews according to the scenes above.



**3** Listen and number the extracts of the movies in the order you hear them. 

Pirates of the Pacific     The Kid     Galactic Wars

**4** Discuss the questions.

1. Why is one does not have spoken dialogue and why?
2. Which do you think would be the most interesting watching each of the movies, about the other, about them or about?

**5** Underline the two big differences between movies in the past and now.

Features in the past were in color    films in the past were    black and white  
films in the past were silent    films in the past were silent

**6** Discuss the questions.

1. Have you ever heard about any of the movies? What ones?

Watch a 2-minute video <https://www.youtube.com/watch?v=1234567890>  
In this video you will watch a script for a short silent movie. Watch the video and think about how this is different from movies nowadays. This will help you prepare for the Final Product. <https://www.youtube.com/watch?v=1234567890>

QR 

Read page 38 in the Reader and do the task.

### Glossary

**tramp** a person who travels from place to place and has no home or job  
**fighting** a struggle between two people or animals  
**hero** a person who is brave and does good things

Unit 4 At the Movies 

**6** Discuss the questions.

We suggest you have students change pairs, read the questions and exchange experiences. Invite some students to share their answers with the class. Find out how many students have seen at least one silent film.

### Getting Ready for the Final Product

If possible, we recommend that students watch the silent movie in order to identify characteristics of this type of movies.

### Closing

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Hangman* using the titles of well-known films.

### Reading Time

#### Fiction: The Mute Movie

You may have students go to page 38 and do the Pre-reading activity. Elicit a different name for a mute movie: *Silent movie*.



## Achievements

Establish setting(s) where the actions take place. Identify different characters. Identify nonverbal language. Contextual clues.

### Opening

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Codes* using the names of characters in movies (*Batman*, *Captain Sparrow*, *Darth Vader*, *Harry Potter*, etc.).

### Development

**1** Work with a classmate. Read and underline the correct definition for each word.

Consider dividing the class into pairs and read the two possible definitions for each word. We suggest you make sure students understand the meaning of *fictional* (*not real*). Have students exchange ideas. You could check answers by inviting two volunteers to read one definition each.

**2** Look at the scenes and circle the correct setting in the table below.

We suggest you draw students' attention to the pictures, and imagine what each one depicts. You may explain that they are all scenes from different movies. Have students look at the chart below and tell them to choose the correct setting for each one. Remind them of the definition of *setting* from the previous activity. You may encourage students to look up the words in bold in the glossary. Consider checking answers by calling out the numbers from 1 to 4 and having students say the corresponding setting. Ask them to support their choices in each case:

TEACHER: *How do you know the setting is (a wood)?*

STUDENT: *Because there are (trees and a lake/river).*

**3** Use the words in the box to complete the information about the characters.

We suggest you read the words in the box and tell students to use them to complete the sentences about the characters that appear in each scene. Consider having students compare their sentences with those of a classmate. Check answers by inviting volunteers to read their answers aloud. Encourage them to use complete sentences. (*The characters of the scene are...*)

**4** Underline the correct option for each of the scenes in Activity 2.

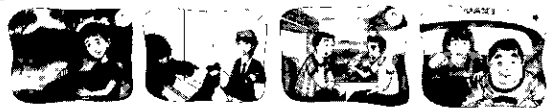
You could divide the class into pairs and have them look at each scene carefully. It may be a good idea to explain that they should choose the correct emotions and/or actions the actors in the scenes show or perform. Make sure students know the adjectives *amused* and *angry* and the verb *argue* before doing the activity. Invite some volunteers to read the sentences for the class to check answers. Have students notice how important gestures and body language are and how they help us convey our emotions and attitudes.

## In Flight

**1** Work with a classmate. Read and underline the correct definition for each word.

1. The setting of a movie is
  - a. what the story is about.
  - b. the place and/or time where the action takes place.
2. The characters in a movie are
  - a. the fictional people represented in a film.
  - b. the actors and actresses.

**2** Look at the scenes and circle the correct setting in the table below.



	Setting	Characters
Scene 1	<b>the woods</b> / a city street	A boy and a girl
Scene 2	a house / a bank	A man, a cashier and a girl
Scene 3	a train / a park	Two people
Scene 4	a taxi / a street	A passenger and a driver

**3** Use the words in the box to complete the information about the characters.

robber    taxi driver    dog    passengers

**4** Underline the correct option for each of the scenes in Activity 2.

- Scene 1. The couple
  - a. **argues** with his dog.
  - b. **laughs** with his dog.
- Scene 2. The woman
  - a. **is** terrified.
  - b. **is** serious.
- Scene 3. The man
  - a. **is** amused.
  - b. **is** angry.
- Scene 4. The woman
  - a. **is** arguing with the driver.
  - b. **is** running and very nervous.

**5** Read the lines and write the number of the scene they belong to. Then work with a classmate and write a line for the missing scene.

- Francis: *This is a robbery.*
- Max: *You are the best dog!*
- Tim: *Get on the street please.*

**Glossary**

**amused** adj. If you are amused, you find something funny or interesting.

**angry** adj. If you are angry, you are annoyed or upset.

**argument** n. An argument is a disagreement between people.

**bank** n. A bank is a place where you can keep your money.

Read pages 38 to 41 in the Reader and do the task.



**6** Read the lines and write the number of the scene they belong to. Then work with a classmate and write a line for the missing scene.

Consider inviting some students to read the sentences aloud paying attention to the correct intonation and pauses. You may have students do the activity and then compare answers with a classmate. Check answers by saying the number of each scene and having students say the corresponding sentence. Then ask students to work in pairs to discuss and write a line for the missing scene (scene 3). Have pairs join other pairs to share their lines. Invite different pairs to read their lines to the class at the end.

### Closing

We suggest you divide the class into small groups and have them write another possible sentence for each of the scenes. Invite some groups to share their answers with the class.

### Reading Time

#### Fiction: The Mute Movie

We recommend that you invite students to read pages 38 to 41, notice the pictures and look up the words in bold in the glossary. Have a student or two retell the story so far. What happened in the movie theater? Then have students do Task 1 on page 41 and share their answers with the class.

## Achievements

Identify the relationship between settings, actions and sound effects. Determine the intention of action (e.g., funny, tragic, melodramatic, etc.). Establish genre.

### Opening

Now is a good time to do the mindfulness practice with your students. Go to page T40a and have students follow your instructions.

### Development

**Listen and choose a suitable movie genre for each soundtrack.** 16

We suggest you read the four movie genres and elicit one example of each genre from students. Consider explaining that they are going to listen to four soundtracks and that they should write the number of the soundtrack next to the correct movie genre. Have students note that we relate certain kinds of music to specific types of movies. Play Track 16 more than once if needed. Check answers with the whole group.

**Look at the pictures and write the movie genres they represent. Discuss the reasons for your answers with a classmate.**

Consider drawing students' attention to the scenes and elicit their description by asking questions: *Who are the people in scene (1)? What is the relationship between them?* Divide the class into pairs and encourage them to write a movie genre from Activity 1 next to each scene, giving reasons for their answers. To check answers, say the scene numbers and elicit the movie genre and the reasons for the students' choices.

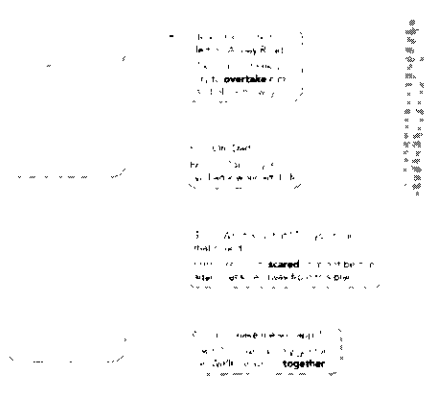
**Match the scenes with the dialogues. Then listen and check your answers.** 17

We suggest you have students read the scripts for each scene making sure they understand the vocabulary and look up the words in bold in the glossary. Ask them to draw lines from each script to the corresponding scene.

You should explain that they are going to listen to the scripts according to the order of the scenes, starting from Scene 1.

Take turns pointing at the scenes and acting out the dialogues. Have students work in pairs. We suggest you explain the activity and walk around the room while pairs are acting out the scenes. Pay attention to pronunciation and the correct intonation to convey emotions and feelings. Invite some pairs to come to the front and act out any of the scenes they choose.

- Listen and choose a suitable movie genre for each soundtrack.
- Look at the pictures and write the movie genres they represent. Discuss the reasons for your answers with a classmate.

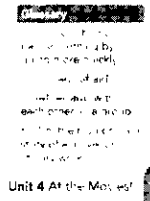


Match the scenes with the dialogues. Then listen and check your answers.

Write the plot of each movie. This activity will help you prepare the final product.

Movie 1  
Movie 2  
Movie 3  
Movie 4

Read the dialogues and write the plot of each movie. Write in groups of three. Think of the movie genre you would like to watch.



Unit 4 At the Movies!

**Write the plot of each movie. This activity will help you prepare the final product.**

You could divide the class into pairs and have them read the dialogues of each movie in Activity 2. Students' answers may be different but it is important to help come up with a short sentence to describe the plot.

### Getting Ready for the Final Product

At this stage, we suggest you ask students to quickly decide on a movie genre.

### Closing

Go to the Just For Fun section of the Game Bank on page x and play *Chinese Whispers* with sentences from the scenes.

### Reading Time

#### Fiction: The Mute Movie

Invite students to read pages 42 to 45. Tell them to pay special attention to the underlined words and try to infer their meaning from context. Ask some questions to check understanding: *Where did the soldiers take the boy? What did the king decide to do? What happened the next day?* Then ask students to do Task 2. Task 3 can be done as a class discussion.

## Achievements

Understand the general meaning and main ideas of a text. Clarify the name of unknown objects, actions or concepts. Ask questions to understand content. Answer questions to describe motivations, hopes, aspirations and/or ambitions.

### Opening

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Category Dictation* using the following words: *film/movie genres, characters, settings, objects*.

### Development

**Look at the pictures and circle what they represent. Use a dictionary if necessary.**

Consider dividing the class into pairs and have them look at the pictures. You may elicit briefly what the story is about (setting, characters, actions). Read the four options and see if students know the differences between them. Invite them to use a dictionary and the glossary to check the exact meaning of each word. We suggest you check answers by inviting a volunteer to say the word he or she circled.

**Take turns pointing at the scenes and describing what is happening.**

Consider asking students to stay in the same pairs. You may want to elicit the description of the first scene with the whole class as an example before they start working with their classmates.

Ask some questions: *What would the girl like to have or buy? Does she have money?* Encourage pairs to take turns describing the rest of the scenes. Provide vocabulary if necessary (*mp3 player, brooch, pawn shop*). Check if students understood the irony in the story by eliciting the description of all the scenes with the whole class.

**Discuss the questions in small groups.**

You may consider dividing the class into groups of five or six students. You can read the questions and write some words to describe feelings on the board: *disappointed, sad, happy, excited*, etc. to help students answer. Encourage groups to exchange opinions. After a couple of minutes, invite volunteers to share their answers with the class. Consider asking them if they think the story has a sad or funny ending. You can help students notice that even if a present is useless, it can still prove how strong one's feelings are.

Look at the pictures and circle what they represent. Use a dictionary if necessary.

1 a car 2 a storyboard 3 a cartoon 4 a photo album



Take turns pointing at the scenes and describing what is happening.

Discuss the questions in small groups.

1. How do the boy and the girl feel at the beginning of the story? Why?
2. What does each of them want to buy?
3. The presents are useless. Why? Can you explain why?

Read the script for the first three scenes of the story. Then work with a classmate, discuss and write the script for the rest of the scenes on a separate piece of paper. This activity will help you prepare the Final Product.

#### Scene 1

Oh! I'd love to give Henry some headphones for Christmas but I don't have enough money. What can I do?

#### Scene 2

Wow! Your hair is lovely. Here's your money. G... Thank you.

#### Scene 3

Henry is going to 'love them!' I'm so happy!

#### Glossary

Storyboard: a series of pictures for a television show or movie.  
purpose of use

**Read the script for the first three scenes of the story. Then work with a classmate, discuss and write the script for the rest of the scenes on a separate piece of paper. This activity will help you prepare the Final Product.**

Consider working work in pairs. Invite them to read the dialogues for the first three scenes and write the ones for the rest of the story. You could teach the meaning of *Pawn Shop* (a store which gives you money in exchange for personal property, like jewelry or other items). Monitor the activity and offer help with vocabulary if necessary. We suggest you encourage students to use the expressions they have seen in Unit one when writing the scrip for scene 4. At the end ask students to share their scene scripts with other pairs. Finally, ask volunteers to read their lines to the class. Remind students to include a copy of their scene scripts in the Portfolios. It's a good opportunity to make them aware that this material they are creating will be useful as a reference to write their final filmscript.

### Closing

We recommend that you go to the Just For Fun section of the Game Bank on page x and play *Ten Things* using categories related to presents, items you can find in a pawn shop, etc.

## Achievements

Suggest sentences to write dialogues. Organize sentences into sequences to form dialogues.

### Opening

Go to the Vocabulary Games section of the Game Bank on page ix and play *Making Sentences* using new words from the previous lesson.

### Development

#### 1 Describe the first scenes of this short movie and guess how it continues.

It may be a good idea to divide the class into small groups and draw their attention to the scenes. You can ask: *What is the relationship between the characters? What is the man doing?* Have students in each group take turns describing the scenes. Monitor and provide help with the vocabulary if needed. You may allow three minutes for students to guess the next part of the story. Invite some to share their ideas with the class. Monitor while they write the answers in their notebooks and point out any mistakes.

#### 2 Answer the questions in your notebook.

Consider reading the questions aloud and elicit students' opinions. Provide them with the vocabulary they need to express their ideas.

#### 3 Describe the next scenes of the movie. Then answer the question below.

You may consider dividing the class into pairs and have them take turns pointing to a scene and describing it. We suggest you write some words students may need to complete the task on the board (*goes past, pushes, wave, looks for, wallet*). Say the scene number, one at a time, and invite volunteers to describe them. Read the question and have pairs exchange ideas. Elicit some ideas from students. Ask them how they think Jake feels in Scene 1 and Scene 4 and why. Help students express their ideas.

#### 4 Complete the movie script using the phrases in the box. Then number the sentences according to the scenes.

Consider having students read the incomplete sentences spoken by Jake and the other man and look at the scenes. Encourage students to complete the script. If they do not feel very confident, complete the first sentence together as a class. Allow a few minutes for students to do the activity, then have them number the sentences according to the scenes. Invite some volunteers to read the sentences to the class and say which scene they belong to.

#### 5 Work in groups of three. Use the script above as a model to write the script of the scenes in Activity 1. This will help you prepare the Final Product.

We suggest you ask students to work in groups and focus their attention on the way the script in Activity 1

#### 3 Describe the first scenes of the short movie and guess how it continues.



Answer the questions in your notebook.

1. What do you think Jake, the man in the scene, is going to do?
2. What do you think Jake and his wife say in the second scene?

#### 4 Describe the next scenes of the movie. Then answer the question below.



What do you think Jake is doing in the pockets?

Complete the movie script using the phrases in the box. Then number the sentences according to the scenes.

surely taken    really happy    awfully sorry    is my wallet

- Jake thinks the man who is taking his wallet is really happy.
- The man says, "Happy to see you."
- Jake thinks it is a beautiful day and he feels really well.
- Jake says, "Yes, OK. Don't worry."

Work in groups of three. Use the script above as a model to write the script of the scenes in Activity 1. This will help you prepare the Final Product.

Work with the same group and role-play all the scenes of the story on this page. Use appropriate volume, intonation and body language to express what is happening in each scene.

Discuss what you think happens next in the story.

#### Glossary

awfully: very  
beautiful: very nice  
confident: sure of  
one's ability  
exchange: to give  
and receive  
intentionally: on  
purpose  
intentionally: on  
purpose  
intentionally: on  
purpose

Unit 4 At the Movies

is written. Students can underline the parts of the script they can replace with words to create the lines for the scenes. We recommend you invite them to look at scene 1 and imagine what the man is thinking of. You may elicit some ideas from volunteers and write them on the board as an example. You can allow some time for students to finish the task as you monitor and provide help.

#### 6 Work with the same group and role-play all the scenes of the story on this page. Use appropriate volume, intonation and body language to express what is happening in each scene.

Now it's a good time to check students' dialogues. You may invite some volunteers to read their dialogues for the class. You could explain that volume, intonation and body language are important when acting out. We suggest you promote a nice atmosphere in which students respect their classmates' performance.

#### 7 Discuss what you think happens next in the story.

Consider dividing the class into small groups and have students exchange ideas. Invite some volunteers to share their conclusions with the class. It may be a good idea to have students stay in the same groups and write two or three lines of the script according to what they think will happen next.

### Closing

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play *Energy Boost*.

## Achievements

Use linguistic resources to link sentences together. Read dialogues aloud in order to adjust verbal and nonverbal language according to a specific audience (e.g., *youngsters and adults*). Adjust volume and speed.

### Opening

We suggest you go to the Language Games section of the Game Bank on page ix and play *Scrambled Sentences* using sentences that describe the scenes in the previous lesson.

### Development

**Work in pairs. Look at the scenes from the second part of the movie and compare them with your predictions.**

You may want to invite students to look at the scenes and elicit what is happening. Ask: *What is Jake doing in the first scene? Does he get what he wants?* Invite volunteers to share their ideas with the class. After that, you could ask students work in the same pairs as before and compare their predictions with the real scenes. Finally, ask whether someone predicted this ending and ask how they like it.

**Complete the script with the characters: JAKE, BOY or LESLIE.**

Consider having students read the script for the scenes above and do the task. You may ask them to compare their answers in pairs. Invite three volunteers to role-play the scenes. It is a good idea to encourage them to change the volume and the speed of their voices according to the emotions and feelings they should express. Remind them that punctuation marks indicate where we should make pauses or raise or lower intonation.

**Look at the words in red above and underline the correct answer.**

You may consider having students identify the words in red. Then refer them to the rules and have them underline the sentences that complete them. Check answers by inviting volunteers to read the three rules.

**Complete what Jake told his wife at the end of the story using *so* or *and*.**

We suggest you draw students' attention to the text and explain that it is what Jake told Leslie when he realized he had forgotten his wallet at home. Have students complete the text using the linking words. Finally, invite volunteers to read the sentences aloud to check their answers.

**Watch this video of a silent movie again. Discuss the plot and the different scenes with a classmate. Write a dialogue for one of them. Share your dialogue with that of another pair.**

<https://www.youtube.com/watch?v=qNseEV1aCl4>

If possible, consider having students watch the video and ask the following questions: *Who is the main actor? (Charles Chaplin), What do you know about him? (He's a tramp). What do you think the story is about? Who are the*

**Work in pairs. Look at the scenes from the second part of the movie and compare them with your predictions.**



**Complete the script with the characters: JAKE, BOY or LESLIE.**

think I want my wallet back. I'll force him to return it to me. I teach him a lesson.

Give me the wallet!

What?

I want the money! Come on!

Don't make me go on like this. Give me it to me! Here it is!

think I did it for Leslie what happened. I shouldn't believe it. I faced down the thief. I got back what's mine.

You left your wallet on the table this morning. I saw it when you left. Whose wallet is this?

**Look at the words in red above and underline the correct answer.**

1. He **was** walking and he **was** so nervous. a separate ideas b correct ideas
2. The **words** and **ideas** were so **different**. a add ideas in sentences b express contrast
3. The **main** **words** used in this **expression** are a a result or consequence b extra ideas

**Complete what Jake told his wife at the end of the story using *so* or *and*.**

Jake: Oh, no! You won't believe this. I was walking to work when a boy ran past me, **bumped into me** and then went on running. I noticed I didn't have my wallet. I chased him and forced him to give me back my wallet. I think I robbed the boy by accident! I'm going back to the park. I can return his wallet!



**Watch the video of a silent movie again. Discuss the plot and the different scenes with a classmate. Write a dialogue for one of them. Share your dialogue with that of another pair.**

<https://www.youtube.com/watch?v=qNseEV1aCl4>



Remember that in this activity you will write a script for a short silent movie. Get together with your team/classmate. Decide on the story you are going to use according to the genre you selected on page 43. Go to the Collection of Evidence Template on page 79 and complete the script. Discuss with your partner the sentences that describe each scene.

#### Glossary

write into a past form of bump into to hit by accident

*different characters?* Then explain that the scenes belong to a movie called *The Kid* in which Charles Chaplin adopts an abandoned child who at the end of the movie reunites with his mother who has become a famous movie star. We suggest you ask them to take notes in order to remember important details so they can write the plot. After that, it is recommended to have them work with a classmate in order to write their dialogue. After a while, you may invite them to join another pair to share their work. At the end, you may want to invite volunteers to read their dialogue for the rest of the class.

### Getting Ready for the Final Product

This is a good time to continue planning the creation of their final product. You may invite students to join their team members. You can refer them to the Collection of Evidence Template to work on the plot and the sentences to describe each scene. Students have already written some plots on page 43 and scripts for some scenes on page 45 that can help them develop their ideas. You may refer them back to them so they can take those as examples. We suggest you remind them to include characters, setting and other important details to make their plot more complete.

### Closing

We suggest you go to the Language Games section of the Game Bank on page ix and play *Disappearing Text* with sentences that include the connectors.

## Achievements

Identify structure. Modal verbs.

### Opening

Go to the Language Games section of the Game Bank on page ix and play *Correcting Mistakes* using parts of scripts from the previous lessons.

### Development

**1** Look at the scenes and number them in a logical order. Then discuss the questions in pairs.

Consider having students look at the scenes and ask: *What period is the movie set in? Where does the story take place?* You could encourage students to describe the first scene. Then divide the class into pairs and have them number the scenes. It may be a good idea to ask them to take turns describing the scenes and saying how the story unfolds. To check answers, invite volunteers to tell the class what the story is about. Ask them what kind of movie they think it is (*drama, comedy, horror, etc.*). Don't correct their ideas yet.

**2** Work with the same partner. Read the dialogue and say which scene it is from.

We suggest you invite two volunteers to read the dialogue aloud. Have them look up the word *ride* in the glossary. Ask students to decide which scene the dialogue belongs to. Check answers as a class.

**3** Discuss the questions.

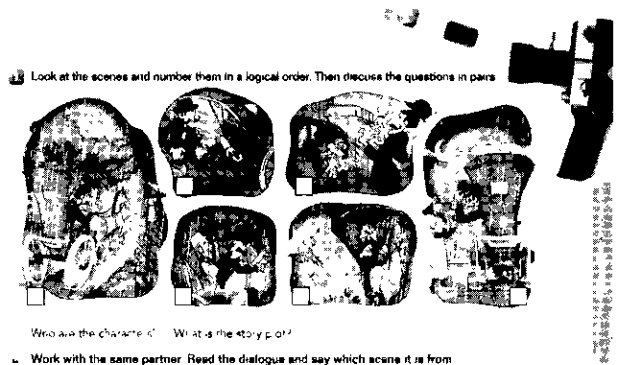
Consider reading the questions aloud and call on students to predict what might have happened. Ask them to say what they would do if something like this happened to them.

**4** Underline the correct options to finish the sentences.

We suggest you have students reread the dialogue, paying special attention to the words *could, would* and *need to*. Read the sentences that include those words aloud and ask students to make the correct choice in each case. Check answers by inviting volunteers to read the sentences to the class.

**5** Complete the dialogue using *could, would* or *need*. Then check your predictions about the ending of the story.

You could ask students to complete the last scene of the movie using the modal verbs *can, could, would* and *need to*. Remind them that *can* and *could* are sometimes interchangeable. Check answers and ask them if their guesses about the ending of the story were right.



Look at the scenes and number them in a logical order. Then discuss the questions in pairs.

Who are the characters? What is the story plot?

Work with the same partner. Read the dialogue and say which scene it is from.

Max: Could you do me a favor?  
Max: Yes, tell me how I can help you.  
Max: I'm lost and need to get home now.

Max: Would you like a ride?  
Max: Oh, yes. Please.  
Max: No problem.

Discuss the questions.

What do you think happened? Why does the man look at the driver with a hot air?

Underline the correct options to finish the sentences.

- The question that starts with *could* is asking for something / offering something.
- The question that starts with *would* is asking for something / offering something.
- The term *need to* is used to express something we require / a suggestion.

Complete the dialogue using *could, would* or *need*. Then check your predictions about the ending of the story.

Max: Good morning. I need to see Angela, please?  
Max: Angela?  
Max: Yes. I need to give her this umbrella so she won't get caught when she drives her home.  
Max: Oh, I see. What do you mean? Angela died 10 years ago.  
Max: Oh, I see.  
Max: Are you OK, sir? Can I help you? You look pale!  
Max: Sorry. I just sat down. I'm not feeling well.

Individually, write a dialogue for one of the other scenes. Then compare with a classmate and give each other feedback. Make corrections if necessary. This will help you with the Final Product.

**Glossary**

**ride** (verb) to carry or travel in a vehicle

**ride** (noun) a device used for recreation that is an attraction

Unit 4 At the Movies!

**6** Individually, write a dialogue for one of the other scenes. Then compare with a classmate and give each other feedback. Make corrections if necessary. This will help you with the Final Product.

You may consider dividing the class into pairs and have them write a few lines of a dialogue that could be used in another scene. Encourage them to be creative. Invite students to exchange dialogues with a classmate and give each other feedback about how they can be improved. Invite some pairs to role-play the dialogue in front of the class. At the end remind students to include their work in their portfolios and to keep it at hand as it may be useful as a reference when creating their final product.

### Closing

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Crossword* using words related to the scenes of the movie.

## Achievements

Compose dialogues. Read dialogues aloud in order to adjust verbal and nonverbal communication and to direct it to a specific audience (e.g., *youngsters and adults*).

### Opening

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Guessing Game* using characters from children's or teens' movies (*superheroes, pirates, princesses*, etc.).

### Development

**1** Look at the scenes and underline what kind of movie it is.

Consider having students look quickly at the scenes from a cartoon and choose the right genre. Encourage them to look up the word *slide* in the glossary and then ask: *Where is the setting? Who are the characters?* Encourage students to describe the scenes so they can decide what genre the cartoon belongs to.

**2** Write the numbers of the pictures that illustrate the scenes. Then discuss the questions below.

You may consider dividing the class into pairs. You could have students read both scripts and decide which scenes they relate to. Then have pairs discuss the questions and invite some to share their answers with the class. Consider explaining that the information in parentheses is meant for actors to know what emotions they have to express or gestures they have to use to make their lines sound and look real. Read the information in capital letters in the script and ask students if it is part of the actors' lines. Ask what it tells us (*the setting of the scene*). Have students say why that kind of information is helpful when reading a script.

**3** Use the words below to write the script for Scene 5 in the chart.

We suggest you divide the class into pairs and have them look at Scene 5. Ask students to write a dialogue in the form of a script, using parentheses to add the necessary details. Invite some pairs to write their scripts on the board to check the format.

**4** Go to the Mind Map on page 143 and complete it with the information about one of the scenes from Activity 1. This will help you prepare the Final Product.

This is a good moment to keep helping students in the creation of a filmscript. We suggest you refer them to the Mind Map on page 143. You may ask them to choose one of the scenes from Activity 1. Invite them to do this in pairs in order to help each other. You can monitor and provide help so they complete the task the right way.

**1** Look at the scenes and underline what kind of movie it is

a drama b comedy c romance



**2** Write the numbers of the pictures that illustrate the scenes. Then discuss the questions below.

Scene  SLIDE is making noises like it is (it's bad!)  
GIRL: What's that funny noise?  
Scene  GIRL (sounds enthusiastic) Here you are! I made a sign. I'm sure children won't ride on you today.  
SLIDE (sounds worried) Are you sure?  
Scene  GIRL (sounds enthusiastic) Here you are! I made a sign. I'm sure children won't ride on you today.  
SLIDE (sounds worried) Are you sure?  
Scene  GIRL (sounds enthusiastic) Here you are! I made a sign. I'm sure children won't ride on you today.  
SLIDE (sounds worried) Are you sure?



1. What does the information in parentheses refer to? 2. How do you think that helps a director?  
3. What kind of information is in capital letters?

**3** Use the words below to write the script for Scene 5 in the chart.

Months: Julia: me: go G: yes! Mom: ready: go now

Scene 5

Scene 6

Mother: ( )

Julia: ( )

Go to the Mind Map on page 143 and complete it with the information about one of the scenes from Activity 1. This will help you prepare the Final Product.

**4** Compare your mind map with that of a classmate and give each other feedback. Make corrections if necessary and keep your mind map in your portfolio.

**Glossary**  
slide: a smooth surface that children move down  
sign: a piece of paper, wood or metal with words or pictures on it that gives information

**2** Read the complete script aloud. Change your tone of voice and make gestures to make the script come alive.

Reading frame

Read pages 46 to 47 in the Reader and do the task



**3** Compare your mind map with that of a classmate and give each other feedback. Make corrections if necessary and keep your mind map in your portfolio.

After students have finished working on the Mind Map, we suggest you have them work with another pair to share their work and give feedback to their classmates.

**4** Read the complete script aloud. Change your tone of voice and make gestures to make the script come alive.

You could encourage students to read the complete script and try to express emotions as indicated.

### Closing

#### Reading Time

##### Fiction: The Mute Movie

We suggest you retell the story to students. Make some mistakes and have volunteers correct them. Then invite students to read pages 46 and 47 and say what terrified the king and all the men: *The boy could speak*. Finally, invite students to give their opinion about the story and say what they liked and did not like about it. If time allows, you could do the post-reading activity in class. If not, students can write the dialogue for homework and work with a classmate next class to role-play the scenes.

## Achievements

Compose dialogues. Include examples, relevant details and interesting information.

### Opening

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Hangman* using words from the whole unit.

### Development

**1** Look at the scenes below. In your notebook, write notes about the settings, characters and situations.


Consider drawing the following grid and ask students to complete it in their notebooks.

Setting(s)	Characters	Situations

Ask some questions to help them deal with the task: *Where are the people in each scene? What is the man doing with the baby? etc.* Check their answers on the board.

**2** On a separate sheet of paper, complete the dialogue for Scene 1 including the additional information in parentheses.

In pairs, you could have students rewrite the dialogue onto a separate sheet of paper, adding the requested information. Allow pairs to exchange ideas and rewrite the scene. Invite some pairs to role-play the dialogue to the class. Tell students to keep their work in their portfolios.

**3** Listen to the dialogue and compare it with your own. 

You may play Track 18 and have students listen to the dialogue. You could ask them if their dialogue reflects the same main idea. Ask them to share the main similarities and differences.

**4** Imagine how the story ends and write the script for the final scene. Use parentheses and correct capitalization to make your script easy to understand. Discuss with a classmate why you wrote the dialogue as you did.

Have students imagine a possible ending to the story and write the dialogue for the final scene. Then you could ask them to form pairs and explain to their partner why they chose to write what they did. Check as a class and take a vote on the best ending. Students can keep their work in their portfolios.


### Getting Ready for the Final Product

At this point, students have had enough practice writing scripts by looking at some models in this unit. It is time

**1** Look at the scenes below. In your notebook, write notes about the settings, characters and situations.



**2** On a separate sheet of paper, complete the dialogue for Scene 1 including the additional information in parentheses.



ROB: So, could you take care of Emily while ? (The reason why Rob leaves the baby with them)

CHARLES: Sure, no problem.

JOBY: Don't worry, she'll be fine. We'll. (An explanation of what they are going to do next)

ROB: Thank you so much, guys!

CHARLES: Good luck!

**3** Listen to the dialogue and compare it with your own.

**4** Imagine how the story ends and write the script for the final scene. Use parentheses and correct capitalization to make your script easy to understand. Discuss with a classmate why you wrote the dialogue as you did.

Work with your team/classmate. Use the description of the scenes you prepared on page 46 with the Collection of Evidence Template. Now, write the script for your script using the models you have read in this unit.

Go to [page 129](#).

#### Glossary

to keep someone or something safe to look after

to be in a low, men- pe sun of ether set

Unit 4 At the Movies!

for them to finish the process of writing it. In order to do it, you may refer them back to the Collection of Evidence Template and have them look at the information they completed in the first two parts of the template. We suggest you encourage them to work with the same classmates they worked with to write the plot and the sentences to describe each scene. You could encourage them to write the script and look at all the models along the unit. It is important to monitor their work and help them if they need it. Invite them to keep this work at hand so they can use it to present their final product at the end of the unit.

**Go to Hight File 4 on page 129.**

Consider asking students to read the story on page 129 and discuss it with a classmate. Tell them to discuss the boy's attitude and how they think the man reacted when he saw the boy had run away. Explain that they are going to draw the scenes of the story. Allow time for the pairs to draw the scenes. Then you could encourage pairs to compare their scenes with other pairs.

### Closing

We recommend that you have students work in groups of five and encourage them to act out the story. Invite some groups to perform the dialogues in front of the class.



## Achievements

Produce dialogues for a short film. Check that structure of dialogues comply with grammar, spelling and punctuation conventions. Associate the writing with dialogues.

### Landing!

#### Getting Ready for the Final Product

Now students are ready to present their filmscript. You may invite them to see their Collection of Evidence Template and take a look at it to make sure their work doesn't need any corrections.

#### Writing a short filmscript

We suggest asking students to work with their team classmates. Allow them to choose which character they will play. You can ask them to rehearse before presenting. It is a good idea to monitor and provide help so they use appropriate intonation and body language. After their rehearsal, you may invite students to act out their dialogue using their filmscript. Invite students to give feedback to their classmates. At the end, we recommend you ask students to keep their final version of their filmscript in their portfolio.

### Teacher's Tip



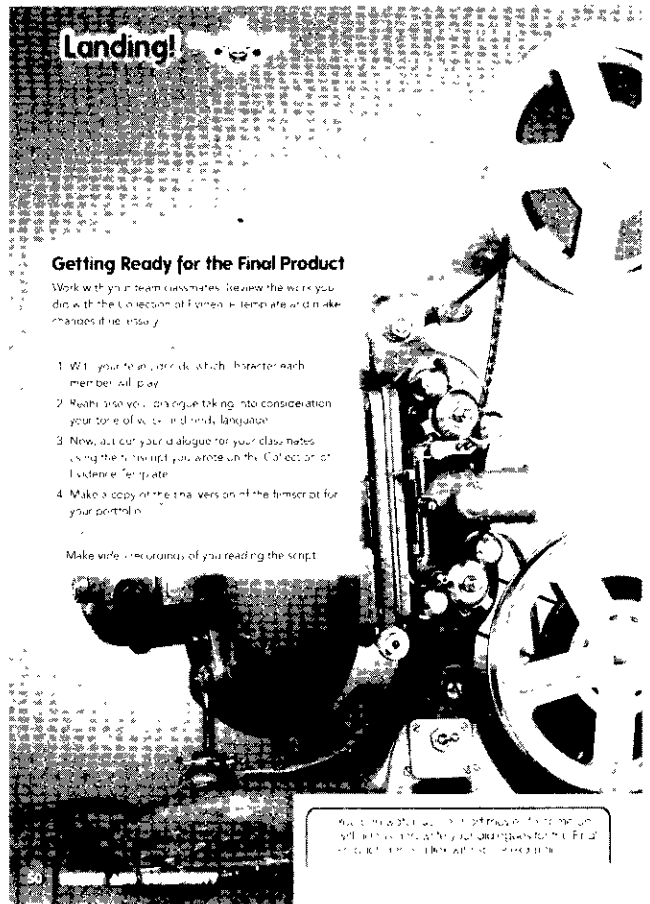
Consider having students practice reading the script aloud. Encourage them to practice using different intonations. Once students have practiced enough, have them record themselves reading the script varying the intonation. Ask students to choose their favorite and present it to the class.

### TIC link

You can watch some short movies to come up with ideas and write your dialogues for the Final Product. Here's a link with some examples: <https://www.youtube.com/watch?v=OFs9wjsFoRo>

### Reflection

At the end of the unit, read the statements in the reflection box aloud and explain any unknown words. Ask students to mark ✓ if they think they did what the statement says or ✗ if they didn't.



#### Getting Ready for the Final Product

Work with your team classmates. Review the work you did with the Collection of Evidence Template and make changes if necessary.

1. With your team, decide which character each member will play.
2. Rehearse your dialogue taking into consideration your tone of voice and body language.
3. Now, act out your dialogue for your class mates using the filmscript you wrote on the Collection of Evidence Template.
4. Make a copy of the final version of the filmscript for your portfolio.

Make note of comments you receive on the script.

Now that you have finished your script, you will be using it to film your short movies for the Final Product. Make sure you keep it safe!

Extract from pages 50-51

### Self-evaluation

You could have students look at the statements and mark them individually in order to reflect on their learning, progress and performance.

We suggest you divide the class into pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on those aspects they did not feel confident about, such as going over the specific lessons where those aspects are dealt with again, or asking you for help.

We suggest you use Assessment 4 on page T127.

**Time for the Term 1 Assessment!**  
We suggest you go to page T134.

## Information to Compose Dialogues

 Choose a short movie extract you liked and write sentences to describe the scenes in it.

Unit Page \_\_\_\_\_

Number of scenes \_\_\_\_\_

**General plot**

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**Sentences to describe each scene**

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**Write a script using the information you have collected in this unit.**

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# Evaluation Instrument

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Anecdotal Record

Use the rubrics to evaluate the student's performance during the unit and while working on the final product.

---

**Student's main strengths:**

**Aspects to be improved:**

**General comments:**

---

Vertical text on the right margin, likely a page number or reference code.



## Unit 5 In the Future



### LITERARY AND LUDIC

#### Fasten Your Seatbelt

In this unit, students will...

- review samples of written predictions.
- listen to and express future actions.
- ask and answer questions about predictions.
- write sentences to create plans for the future.

#### Curricular Objectives

- (A) Recreational expressions.
- (B) Produce constructive forecasts for others.

#### Landing!

Writing a forecast  
Reflection  
Self-evaluation

#### Assessment Tools

Collection of Evidence Template p. T63a  
Evaluation Instrument: Evaluation Rubric  
p. T63b  
Assessment 5 p. T128

### Mindful Activity 5. Mindful Moments

Materials: a bell

#### Our Goal:

Our mind is a traveler! It is always moving between the past and the future. It is hard for the mind to focus on the present moment unless it is trained to do so. An untrained mind is easily caught by thoughts and emotions that may lead to stress, depression and anxiety. By teaching our students to focus their attention on the present moment and not get pushed and pulled around by thoughts and emotions, we are giving them a life skill that will help them to fulfill goals and be happy.

#### Instructions:

1. Say: *Have you noticed that we travel in time with our mind? We can go to the past or the future, and we may travel around the world. But what about the present?*
2. We suggest you invite a student to describe the present moment: *We are in the classroom, learning how to focus on the present moment. There are noises in the hall. It is raining outside.*
3. You could ask students how often they do activities without concentrating on them: *When you do exercise, do you focus on your breathing and how your body is responding or do you think about last night, a fight with a friend, etc.? Or, when you listen to music are you fully concentrated on the pleasure it gives you or are you distracted by other issues and ignore the melody?*
4. Draw a boat on the board. Say: *Imagine your mind is a boat on the lake on a windy day. It moves all the time, right? What is the only thing that can stop the movement?* Elicit: *an anchor*, and draw it on the board.
5. Say: *A good way to stay present is to give our mind an anchor point. This can be the sensation of the breath moving through your body, or the sounds or sights around us.*

6. Say: *Let's practice finding an anchor point.* Ring the bell and invite students to follow your instructions:
  - *Get into the "sitting tall" posture. Close your eyes.*
  - *Focus on the sensations of your breath. Inhale, exhale.* (Give them a few seconds to get settled.)
  - *Now, pick one area that feels comfortable and use that as your anchor point. It could be your belly, your hands, your nose, anywhere. If you notice your mind is no longer on your breath, gently bring it back to your anchor point. Every time your mind goes away and you bring it to your anchor point, you are living the present moment. The practice is not about stopping thoughts or having no thoughts, but simply trying your best to stay focused on your anchor point. There is no need to judge what is right or wrong in this practice. Just breathe. Keep exploring the sensations of your anchor point until you hear the sound of the bell. Every time your mind gets distracted and you bring it back to your anchor point, you bring it back to the present moment. (Do this practice up to 5 minutes.)*
7. Ring the bell to finish the practice. In the following days, periodically ask students: *Where is your mind? Bring it back to your anchor point.*



# In the Future

## Achievements

Activate previous knowledge. Recognize topic.

### Fasten Your Seatbelt

Consider discussing with students the objectives planned for this unit. Talk about the things they will explore, learn and reinforce. You may want to go through the achievements listed in the *Fasten Your Seatbelt* box and explain them in a way that is easy for students to understand.

You could tell students to look at the title of the unit and the photos and say what they relate to. Ask: *Can we predict the future? What are some predictions based on? Would you like to know the future?*

Consider telling students that the specific project for this unit will be writing a forecast about the future of a place.

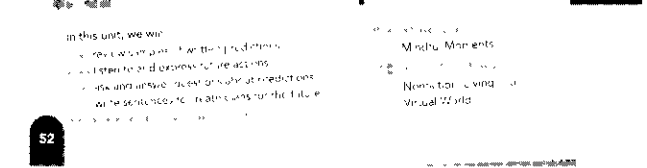
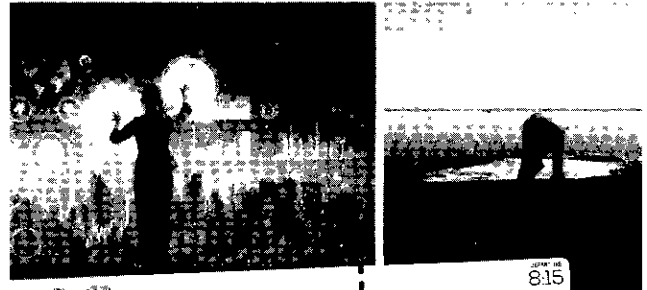
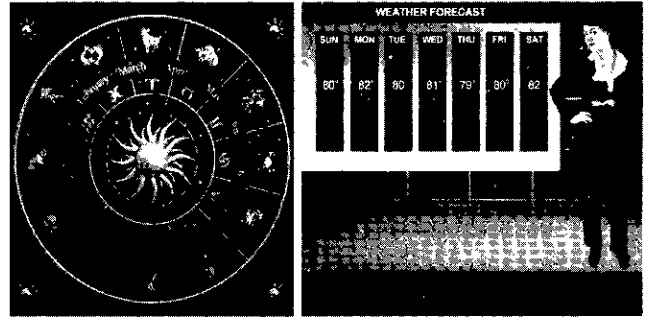
**P Poster Activity:** You can use an activity from page xi to work with Poster 5.

### Teacher's Tip



### Teaching Listening

Listening comprehension is a hard skill to obtain. It is important to follow certain steps while working with a listening activity. Make sure you encourage students to activate their previous knowledge about a topic before listening. You can do it by asking some general questions related to the topic or eliciting ideas about a topic. Also help them become more efficient listeners by pre-teaching any new vocabulary they need to know in order to understand the main idea of the listening. Unless stated otherwise, you could have students listen to the track more than once, and focus their attention on a different aspect each time: main idea, specific information, etc.



### Value Promote feedback among classmates



Whenever possible, consider encouraging students to compare their work in pairs or groups. This will help promote discussion and feedback among students. Consider explaining to students that by learning about their peers' work and discussing answers together, they will have more opportunities to improve their own work. Consider emphasizing the fact that all feedback should be positive and constructive.

### Reading Time

#### Nonfiction: Living in a Virtual World

This reading looks at the world of virtual gaming on the Internet. It introduces students to real-life situations through a series of hypothetical game-based scenarios, and uses authentic examples for students to predict the best course of action.

## Achievements

Identify situations in which forecasts are made.  
Recognize topic, purpose and intended audience.

### Opening

Have students write a list of the things they would like to know about the future: *Will humans discover life on other planets? Will scientists find a cure for all illnesses? Will humans live longer?* etc. Invite them to compare their lists with a classmate and see whether they share any similar questions.

### Development

**1** Number the following extracts according to the topics.

We suggest you have students read the topics in the box. Encourage them to say which ones they are more interested in. Give students time to read the extracts and understand the main ideas individually. Consider telling them to look up the words in bold in the glossary. If they have other vocabulary questions, encourage them to infer the meaning from context, look for cognates, etc. Remind them they don't have to understand each word to get the idea. Then ask students to number the extracts according to the topics. Elicit words that helped them make a decision in each case.

**2** In pairs, complete the sentences about the extracts above.

We recommend that you invite students to read each statement and decide which topic from the box in Activity 1 best completes it. Consider checking by saying a topic and having a volunteer read the corresponding statement. Encourage students to justify their answers.

**3** Imagine your life in five years. Write two predictions using the models in Activity 1. This will help you prepare for the Final Product.

We suggest you invite students to think about their lives in five years. Ask them to write two predictions using the ones in Activity 1 as models. Try to make students aware that this will help them prepare for the final product where they will have to write predictions. Monitor and help, if necessary.

## Take Off

**1** Number the following extracts according to the topics

1. Sports 2. Technology 3. Horoscope 4. Science 5. Weather Forecast

Tomorrow will be cold and cloudy most of the day, with probable showers in the afternoon. Not a good day to go to the beach.

According to the *Global Forecast* by 2030, it will take a village of human brains to match a \$1,000 computer.

A good day for you. Your family relationships will improve if you focus your attention on achieving harmony.

Dr. Ramirez predicts that by 2030, artificial brain implants will be possible.

Patric Salas and Roger Sanders are ready for the big final tomorrow on Wimbledon's Centre Court. It will be a very close match with no obvious favorite.

**2** In pairs, complete the sentences about the extracts above.

1. A person who is bored is going to the **seaside** tomorrow will probably read the \_\_\_\_\_ section.
2. A tennis fan will probably read the \_\_\_\_\_ section.
3. People who like fortune-telling will probably read the \_\_\_\_\_ section.
4. Someone interested in medicine will probably read the \_\_\_\_\_ section.
5. People interested in astrology will probably read the \_\_\_\_\_ section.

**3** Imagine your life in five years. Write two predictions using the models in Activity 1. This will help you prepare for the Final Product.

Row 4 page 49 in the Reader and to the task

### Glossary

artificial  
between two layers  
near an ocean or a sea  
Unit 5 In the Future

## Closing

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Category Dictation* using the topics in Activity 1. Dictate the following words: *space station, rain, android, crystal ball, telescope, mission, match, snow, coach, artificial intelligence, experiment, zodiac sign, robot, stadium, wind, astrology, spacecraft, Aquarius, computer, athlete*. It may be a good idea to explain that some words might fall into more than one category.

## Reading Time

### Nonfiction: Living in a Virtual World

*Living in the Virtual World* is a text about an advanced world of online games. Consider asking students whether they have heard about virtual-world games and elicit how much they know. Then go to page 49 and ask students to do the Pre-reading activity in pairs.

## Achievements

Distinguish graphic and text components. Identify intended audience. Understand characteristics of the future tense. Complete sentences with words used in future situations and conditions. Listen to the reading of forecasts containing verb forms in the future tense.

### Opening

Consider asking students about their favorite part of the year: *What is the weather like? Does it change often? What are the main changes? Have you ever seen snow? Would you like it?* Praise students who participate and encourage others to give additional details about their preferences.

### Development

**1** Complete the key using the words in the box. Then answer the questions below.

Consider having students identify the weather symbols and read which type of weather they represent. Then read the words in the box and have students write them next to the corresponding symbol. Check by drawing a symbol on the board and having volunteers say the weather word. Finally, consider encouraging students to read the questions and share their ideas with the class.

**2** Listen to the weather forecast and complete the map with the missing symbols. Then answer the questions.

We suggest you tell students they are going to listen to the weather forecast for Europe. Have them identify symbols on the map and say what they think the weather conditions will be like. Explain that they should draw the missing symbols in the circles. Play Track 19 and pause after the information about Spain (*It will be hot and sunny, with high temperatures.*). Refer students to the map and ask which symbol is missing: *hot temperature*. Play the whole track again, twice if necessary.

Finally, draw students' attention to the questions below the map and discuss answers as a class.

**3** Listen again and complete the information according to the forecast.

We suggest you play Track 19 again, or have students look at the map and complete the weather forecasts. Consider having volunteers read the information about each country.

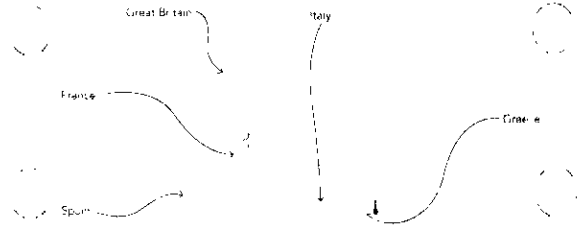
## In Flight

**1** Complete the key using the words in the box. Then answer the questions below.

cloudy foggy windy rainy  
cold sunny  
hot sunny

1. What does the key give us information about? 2. Are these symbols easy to understand?

**2** Listen to the weather forecast and complete the map with the missing symbols. Then answer the questions.



1. What is the woman making weather predictions for? 2. Who is she addressing?

**3** Listen again and complete the information according to the forecast.

Spain It will be hot and sunny, with high temperatures.  
Greece and It will be sunny and hot.  
Italy It will be sunny and hot.  
Greece and It will be sunny and hot.  
Spain It will be hot and sunny, with high temperatures.  
Italy It will be sunny and hot.  
Greece and It will be sunny and hot.

Read pages 49 to 50 in the Reader and do the task on page 50.

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### Glossary

foggy: with fog in the air  
like condition at ground level  
dry: not wet

### Closing

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Hangman* using words from the lesson.

### Reading Time

#### Nonfiction: Living in a Virtual World

Invite students to read pages 49 and 50 in their Reader. Elicit who Parry is: *An Avatar*. It may be a good idea to have students look up the words in bold in the glossary. Then ask them to complete the Venn Diagram in Task 1 on page 50.



## Achievements

Listen to the reading forecasts containing verb forms in the future tense. Pronunciation of *will* and *won't*.

### Opening

We suggest you go to the Language Games section of the Game Bank on page ix and play *Disappearing Text* using the sentence *Tomorrow will be a sunny, but windy day*.



### Development

 **Listen to the weather forecast and circle the city.**  20

Consider referring students to the map. Name each state and elicit the weather shown on each place, according to the symbols. Then play Track 20 and ask students to identify which state the narrator is referring to. You could play the track again if necessary and check answers as a class.

 **Listen again and discuss with a classmate.**

Before you play the track again, explain that they should try to identify words or phrases that helped them identify the corresponding city on the map. You could tell them not to worry if they don't understand every single word. Then play the track and ask them to write down the keywords. Then have them share their notes in pairs. Check answers as a class.

**Pronunciation Stop**   21

Consider asking students to read the questions and identify the ones we use to ask about the weather. Do not confirm their answers yet. Then play Track 26 and have them mark them. Ask students to work in pairs to compare and justify their answers by referring to key words. They should be careful since all the questions are about the weather but not necessarily to ask what it is like. Then you could answer as a class. After that, model each question so they pay attention to the intonation of the questions. Play the track again and have students repeat after each question. Finally have them work with their classmates to ask and answer the questions. We suggest you monitor and provide feedback on their pronunciation and intonation.

**1 Listen to the weather forecast and circle the city.** 



**2 Listen again and discuss with a classmate.**

- Which city is it? Name the weather in each city.  
2. Which city is it? Name the weather in each city.

**Pronunciation Stop**

Listen to the questions and mark (✓) the ones that are used to ask about the weather forecast.

1. What will the weather be like tomorrow?
2. What's your favorite season?
3. Do you like hot weather?
4. Will the weather be cold tomorrow?
5. Do you think it will rain on Sunday?
6. What do you wear when it's windy?

Work in groups of three. Take turns asking and answering the questions you marked.

Unit 5 In the Future

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### Closing

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *How Many things Can You Think of That...?* using weather vocabulary.



## Achievements

Write sentences that express future tenses, in order to make a forecast. Identify sentences that express future situations and conditions, and their composition.

### Opening

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Hangman* using the word *fortune-telling*.

### Development

**1** Read each text individually. Then discuss the questions in groups of three.

Consider asking students to look at the pictures and ask: *What kinds of futuristic readings do they represent?* Divide the class into pairs. It may be a good idea to give them time to read each text and answer the questions on their own first. Then form groups of three and have them discuss the questions. Encourage them to think of other cultures regarding future predictions. You could promote a positive and respectful attitude so everyone respects each other's comments and beliefs. At the end, have a class discussion to find out their answers to the questions.

**2** Match the two parts of the predictions.

Consider explaining that students have to read and match the parts of the predictions from imaginary fortune cookies. Tell students to compare their work in pairs and justify their answers in case they are different. Have different students read the predictions to check the answers.

**Go to Flight File 5 on page 130.**

Consider dividing the class into pairs. Allow students to work with someone they feel comfortable with because they will be sharing personal information, although this can be superficial. Explain that in order to complete the section labeled *Description of present situation*, they should ask their classmates which aspect of their life they would like to be different. They can refer to aspects or topics like family, vacations, school, friends, etc. They should choose the topic or aspect and then describe what their life is like now, regarding such aspect. Then they should work on their own to write notes in order to make predictions for their classmates. This is when they complete the section labeled *Notes to make predictions*. You could monitor and provide help when necessary. Then ask them to use their notes to write the complete forecast for their classmates. Finally, they should work with the same classmates again to tell them about their predictions. Check answers as a class. Ask students to keep the mind map at hand because it can be good reference when they are working on their final product.

**1** Read each text individually. Then discuss the questions in groups of three.

A fortune cookie is a small piece of paper with a prediction written inside it of a box. This is why people smoke looking people who want to know about the future.



A fortune cookie is given at the end of a Chinese restaurant. The cookie is small and thin like inside you find a piece of paper that predicts something about your future.

Reading tea is another traditional way to know about your future. The cups included over the table after looking the tea. The fortune is found in the tea leaves, pealed in fortune-telling.



1. Where are the fortune cookies?
2. Do you think the predictions are better than real life?
3. Have you ever tried one of them? What is your prediction of the future?
4. Do you know a better way to predict the future? Write it and draw it.

**2** Match the two parts of the predictions.

- |                            |  |
|----------------------------|--|
| 1. You'll die              | a trip around the world                          |
| 2. You will die            | make a great contribution to the world           |
| 3. You are going to take   | a friend in need                                 |
| 4. You will                | be going to change dramatically                  |
| 5. An interesting stranger | will enter your life, but you will not marry him |

Go to Flight File 5 on page 130.

In this unit, you will write predictions about some topics. Go to the Mind Map on page 144. Work in pairs. Think of how you want the future to be. Write notes for each category on the Mind Map.

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## Getting Ready for the Final Product

You may explain to students that in this unit they will write predictions about some topics. Invite them to go to the Mind Map on page 144. Suggest they should work in pairs and think of how they want the future to be. You could encourage them to write notes for each category on the Mind Map.

### Closing

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Chinese Whispers* using predictions.



## Achievements

Write questions about future situations. Answer questions about forecasts based on current situations.

### Opening

Consider having students write a list of actions people can carry out in order to reverse global warming and ecological problems: *recycle, use public transportation, don't waste water, save electricity, plant trees, etc.* Invite some volunteers to share their ideas with the class.

### Development

**1** Follow the lines and read the phrases. Work in pairs and predict what the radio program will be about.

We suggest you divide the class into pairs. Tell students to look at the photos and to follow the lines to discover related phrases. Encourage students to look up the words in bold in the glossary.

**2** Listen and answer the questions according to what the people say.

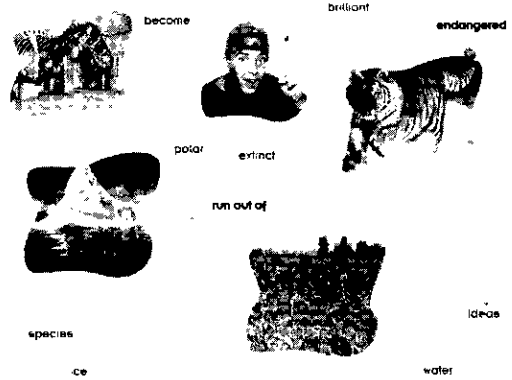
Consider inviting students to look at the photos and phrases again and predict what kind of program they will listen to. Then ask them to read the questions. Make sure they understand each question before you play Track 22. Finally, play the track and invite students to answer the questions. Encourage students to give short answers: *Yes, it will.*

**3** Read the answers and write the corresponding questions. Then discuss in small groups if you agree or disagree with the answers.

It may be a good idea to ask students to work on their own to write the questions. Focus their attention on the first word of each answer so they know if they should think of a *yes/no* question or use a question word to write it. After that, divide the class into small groups. First they should compare the questions they wrote and then discuss whether they agree or not with the answers.

Encourage them to support their ideas with reasons: *I'm optimistic because scientists and ecologists are working hard to solve the problems. Ask the different groups to share their opinions with the class. Find out if the majority of the students are optimistic or pessimistic.*

**1** Follow the lines and read the phrases. Work in pairs and predict what the radio program will be about.



**2** Listen and answer the questions according to what the people say.

- Will the future of the Earth get better?
- Will the melting of polar ice begin to stop?
- Will there be more high water in 20 years?

**3** Read the answers and write the corresponding questions. Then discuss in small groups if you agree or disagree with the answers.

- No. People lands will suffer a climatic change.
- Yes. Deforestation won't be a problem any more.
- Yes. I'm optimistic because scientists and ecologists are working hard to solve the problems.
- Unfortunately, yes. But I see out there is a lot of work to do to save the planet.

Read the rest of the text in the Reader and do Task 2 and Over to You.



#### Glossary

**brilliant** (adj.)  
 extremely good  
 brilliant idea  
**endangered** (adj.)  
 in danger of becoming extinct  
**extinct** (adj.)  
 no longer existing  
**run out of** (phrasal verb)  
 to use up something completely  
**species** (n.)  
 a group of animals or plants that are similar to each other and can breed together  
**ideas** (n.)  
 thoughts or suggestions  
**ice** (n.)  
 frozen water  
**water** (n.)  
 a liquid that is essential for life

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### Closing

Now is the time to do a Mindful Moments practice with your students. We suggest you go to page T52a and discover together how to calm down your mind to enjoy every moment to the fullest.

### Reading Time

#### Nonfiction: Living in the Virtual World

Consider explaining to students that “interactive reading” is a text that gives readers options about what happens to the character along the course of the story. This reading is an example of an interactive reading. Tell students to read the rest of the text in silence choosing one of the given options for how the story is to unfold. Ask volunteers to share how many Happiness points they earned.

## Achievements

Arrange sentences in a sequence. Write down sentences to make a forecast about a real or fictitious situation.

### Opening

We suggest you go to the Just For Fun section of the Game Bank on page x and then play *Hangman* using the following categories from a talent contest: *music, circus acts, photography*.

## Development

### 1 Order the steps to enter the *National Teens Talent Contest*.

Consider giving students time to look at the information on the poster and ask: *What's the name of the contest? How many categories can people participate in? How many entry rules are there?* Tell students to order the steps to enter the contest. Check answers with the whole class.


### 2 Read the extracts from some teens' videos and predict which category they will enter.

You may consider dividing the class into pairs and invite students to read the extracts. Then read the example and give them time to make their predictions. It may be a good idea to check that they understand the following words: *award, juggle, clubs, shots, chess*. Have different students make one prediction each. At the end, ask students if they are good at any of the activities mentioned.

### Getting Ready for the Final Product

It is a good idea to remind students that, in this unit, they will write predictions. Please ask them to go to the Collection of Evidence on page 156 and do Activity 1 with their classmates. Advise them that they can go back to their mind maps to remember which topics they wanted to make predictions about. You may want to take advantage of this opportunity to monitor their work.

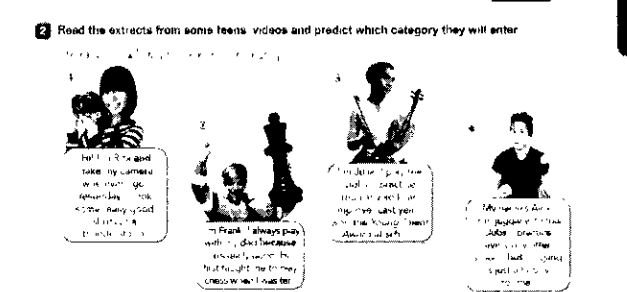
**1 Order the steps to enter the *National Teens Talent Contest***  
**Are you 16 or under? Do you have a talent? Choose a category and enter the *National Teens Talent Contest*.**



**Entry Rules**

- Make a short audition video.
- Complete and send an application form together with the video.
- Choose an area you want to participate in.
- Check if you were selected on the contest website.

**2 Read the extracts from some teens' videos and predict which category they will enter.**



Go to page 156 in the Unit 5 Game Bank. Remember that in this unit, you will write predictions. Go to the Collection of Evidence on page 156 and do Activity 1 with your classmates.

Unit 5 in the Future 59

### Closing

We suggest you go to the Language Games section of the Game Bank on page ix and play *Words and Sentences*.

## Achievements

Answer questions about forecasts based on current situations. Write down sentences to make a forecast about a real or fictitious situation.

### Opening

Activate students' knowledge by having them think of five things they would like to do in the future. Tell students to move around the classroom, share their information with their classmates and find similarities. Ask them to use the following phrase to express their ideas: *I would like to...*

### Development

#### 1 Discuss the questions.

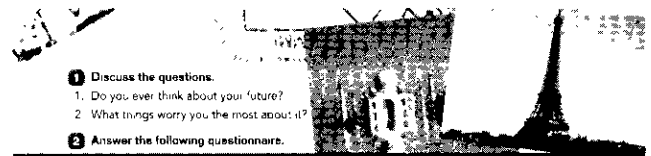
We recommend that you ask students to work in pairs and discuss the questions. Encourage them to think about different aspects of their lives such as family, school, health, a job in the future, the world in general, etc. You could invite volunteers to share their ideas.

#### 2 Answer the following questionnaire.

You may want to give students time to read and answer the questionnaire on their own. You could move around the class and supervise their work. Answer any questions students might have.

#### 3 Share your information with a classmate and predict how similar or different you will be in 20 years' time.

Consider dividing the class into pairs. Explain that they are going to exchange their ideas and predictions using the answers in the questionnaire. You could draw students' attention to the example speech bubbles and the expressions *No, I don't think so* and *What about you?* Encourage students to use them when exchanging their information. Move around the classroom while students are working. Provide help if needed. Have a feedback session at the end to listen to different students' ideas.



### What is your life like now? Will it be the same in 20 years?

- Do you live in a house or an apartment?
- Who do you live with?
- Who do you spend most of your free time with?
- How well do you speak English?
- What do you usually do on the weekend?
- What transportation do you usually use?
- How often do you travel abroad?
- What do you usually buy when you go shopping?
- What are you good at: sports, math, languages, art?
- What do you like to read?

#### 3 Share your information with a classmate and predict how similar or different you will be in 20 years' time.



Getting Ready for this task at Handout 1. Look back at pages 53 and 55 and see some examples of predictions. Then go to the Collection of Evidence Template and do Activity 2.

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### Getting Ready for the Final Product

You could ask students to go to the Collection of Evidence Template and do Activity 2 with their classmates. Suggest them to look back at pages 53 and 55 and see some examples of predictions. Take advantage of this opportunity to clarify any doubts students may have when writing their predictions.

### Closing

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play *Body Xs*.

## Achievements

Write sentences that express future tenses in order to make a forecast.

### Opening

We suggest you go to the Language Games section of the Game Bank on page ix and play *Scrambled Sentences* using two sentences from the unit.

### Development

**1** Work in pairs. Read the information about Cindy and Daisy and make predictions about their future.

Consider dividing the class into pairs. Have students read the information about the two girls and ask: *How old are the girls? Are they twin sisters? How do you know? Do they both like the same things? Do they have the same aspirations?* Tell students to make predictions based on the information they read. Discuss their predictions as a whole class.

**2** Read the text below and discuss who is saying it, Cindy or Daisy. Then talk about the differences between the twin sisters.

We recommend that you give students time to read what one of the sisters wrote and decide which one wrote it. You could check answers with the whole class and have students support their decisions using the information in Activity 1. Encourage students to discuss the differences between the twins.

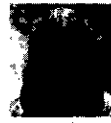
**3** In your notebook, write what the twins predict about each other using the cues below.

You may want to have students look at the notes. Elicit what Cindy wrote about her sister: *I believe that she will be a sports teacher...* Write the text on the board. You could ask students to copy it into their notebooks and then write what Daisy wrote. Allow students time to compare their answers in pairs. Have volunteers read their paragraphs aloud.

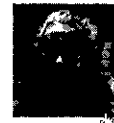
**4** Work in pairs or small groups. Write predictions for Cindy and Daisy.

You may want to consider having students imagine they meet Daisy and Cindy and learn more about their likes and dislikes. Then encourage them to be creative while writing predictions for the twins' future. Consider reminding them to use *will* in their predictions. Ask students to keep the predictions they wrote in their portfolios.

**1** Work in pairs. Read the information about Cindy and Daisy and make predictions about their future.



Name: Cindy  
Age: 16  
Currently living in a small town in Texas  
Occupation: high school student  
Hobbies: telling stories, French, acting  
Dislikes: extreme sports, she hates animal abuse  
Future aspirations: become famous



Name: Daisy  
Age: 16  
Currently living in a small town in Texas  
Occupation: high school student  
Dislikes: extreme sports  
Dislikes: science and languages, she hates indoor activities  
Future aspirations: travel

**2** Read the text below and discuss who is saying it, Cindy or Daisy. Then talk about the differences between the twin sisters.

I'm 16 years old and I'm in a small town in Texas. I'm a high school student and my grades aren't very good. I love languages, especially French and Italian. I like acting and painting. I really hate animals, music, and I don't like extreme sports. I prefer to be an actor. I like being on board games. My dream is to become famous.

**3** In your notebook, write what the twins predict about each other using the cues below.



Cindy wrote: believe / sports teacher / travel once a year / not marry because of traveling / live in a faraway country



Daisy wrote: think / study acting / not be very famous / give drama lessons / learn three more languages / marry very young

**4** Work in pairs or small groups. Write predictions for Cindy and Daisy.

Unit 5 In the Future

### Closing

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Ten Things* about things students like to do. You could divide the class into pairs for them to discuss their choices and say if they think they will still like those things in ten years' time.

## Achievements

Write a current description of a place. Say what will happen to the place in the future.

### Landing!

#### Getting Ready for the Final Product

Before students share their forecasts with their classmates, it would be a good idea to invite them to review what they did in their collection of Evidence Template. Advise them to make any changes they may think are necessary.

#### Writing predictions

Now ask pairs to join another pair. Ask them to take turns saying their predictions. Encourage them to justify their ideas. They can do so by talking about a present or past situation related to the topic they chose. If time allows, pairs can now work with a different pair and exchange opinions and points of view.

#### Teacher's Tip

Consider drawing students' attention to the Tip box and tell them to practice reading their forecasts. Supervise the activity and correct them where necessary. We recommend that you ask the different pairs to read their forecasts to the class.

#### TIC link

Read the predictions about entertainment in the link below. Check if any of your predictions are similar to the ones mentioned. <https://www.thinkwithgoogle.com/intl/en-aunz/advertising-channels/emerging-technology/whats-next-entertainment-three-predictions-from-google-australias-head-marketing/>

#### Reflection

At the end of the unit, consider reading the statements in the reflection box aloud and explain any unknown words. Ask students to mark ✓ if they think they did what the statement says or ✗ if they didn't.

#### Self-evaluation

Consider having students look at the statements and mark them individually in order to reflect on their learning, progress and performance. You could divide the class into pairs or small groups and have them compare their answers. Consider monitoring the activity and provide tips on how to improve on those aspects they did not feel confident about, such as going over the specific lessons where those aspects are dealt with again, or asking you for help.

**Landing!**

### Getting Ready for the Final Product

Work with your classmate. Review the work you did with the Collection of Evidence Template and make changes if necessary.

#### Writing predictions

1. Share your forecasts in small groups.
2. Discuss if you agree or disagree with your classmates' forecasts.
3. Finally, keep your work in your portfolio.

#### Tip

- Use phrases like:  
"I think ..."  
"I agree / disagree with ..."

Complete ✓ or ✗ the reflection and self-evaluation charts.

#### Reflection

I feel confident about writing predictions about different situations.  
I am more aware of how to express my ideas about the future.  
It was interesting talking about the future.

#### Self-evaluation

I can...  
write predictions about future situations  
ask and answer questions about predictions  
write sentences to make predictions.

Go to page 58 in the Readers and do the task.

Read the predictions about entertainment in the link above. Check if any of your predictions are similar to those mentioned.

Extract from pages 62-63

### Evaluation Instrument

Consider choosing a number of students you would like to evaluate this month. You could make one photocopy of the Evaluation Instrument on page T63b per student. We suggest you complete the templates according to each student's performance and keep them as evidence of their progress.

### Reading Time

#### Nonfiction: Living in a Virtual World

You could invite students to go to page 58 of their Readers and work on task 2 in pairs. At the end, lead a class discussion with the questions from the post-reading activity. You may want to consider accepting any answers and encourage them to share any experiences they may have when playing games.

We suggest you use Assessment 5 on page T128.

## List with Future Situations

**1** Work in pairs. Go to the Mind Map on page 144 and use your notes to write a sentence describing the present situation about each category.

Myself: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Technology: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Entertainment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The planet: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2** Write the predictions for each situation above.

Myself: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Technology: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Entertainment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The planet: \_\_\_\_\_  
\_\_\_\_\_



# Evaluation Instrument

Name: \_\_\_\_\_

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

## Evaluation Rubric

Use the rubrics to record the student's performance while working on his or her final project.

Name of the student:
Date:
Type of product:
Participation:
Strengths:
Things that need to be improved:
General comments:

Use your notes to provide students with feedback and suggest ways to work on their weaknesses.

## Unit 6 The Human Body



### ACADEMIC AND EDUCATIONAL

#### 1 Fasten Your Seatbelt

In this unit, students will...

- review and understand information about human body systems.
- ask and answer questions about human body systems.
- write notes to describe human body systems.
- edit diagrams in teams and with the guidance of the teacher.

#### 2 Curricular Objectives

- (A) Search for and select information.
- (B) Write notes to elaborate human body schemes.

#### 3 Landing!

Making a diagram of a human body system  
Reflection  
Self-evaluation

#### 4 Assessment Tools

Collection of Evidence Template p. T75a  
Evaluation Instrument: Checklist p. T75b  
Assessment 6 p. T129

### Mindful Activity 6. Mindful Brain

**Materials:** Poster paper (1 sheet per team), markers, crayons, etc.

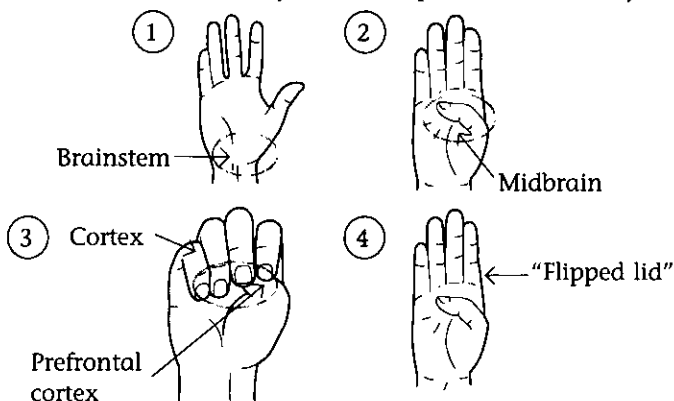
#### Our Goal:

Your teenage students might have problems controlling their emotions. They might encounter moments when they respond aggressively to a situation without taking time to calm down.

Learning about our brain and how it works is empowering. It gives us control over our emotions, thoughts and behaviors, not by suppressing or avoiding them but by recognizing them. We can identify, name and tame emotions, and we can choose how to respond to them. This ability to recognize and regulate our emotions turns into responsibility.

#### Instructions:

1. You may want to ask students to watch at home, or as a class, a video where Dr. Daniel Siegel explains the hand model of a brain: <https://youtu.be/f-m2YcdMdFw>.
2. Consider asking some students to model the brain using their hands. You may follow the pictures if necessary:



3. You may want to explain the functions of the brain to students:
  - Brainstem (the wrist): controls your breathing, your heartbeat; it keeps you awake or asleep and safe.
  - Midbrain (the thumb): this is where we process our emotions and store our memories
  - Cortex (fingers): is responsible for thinking and planning
  - Prefrontal cortex (fingernails): establishes our relationship with others (empathy, ability to calm down, ability to make choices, ability to read body language)
4. You could say: *When you lift your fingers and uncover the thumb, you will have a model of a prefrontal cortex that doesn't work with the rest of our brain anymore. This is a model of a "flipped lid."*
5. Consider asking: *Do you sometimes feel upset and do something you regret later? Do you sometimes feel like you cannot learn or solve a problem? Have you ever seen friends having these problems? We suggest you allow some time for students to share their experiences.*
6. Consider explaining that it is very important in moments like these, to find a space to go and cool down. They can think of a spot in the classroom or in the backyard. It is important to breathe for 3 minutes, with one's head down, away from others. You could say: *If you see a friend going through a moment of a "flipped lid", you should not take it personally, invite him or her to breathe deeply and give him or her space to calm down.*
7. Finally, we suggest you divide the class into several teams. We recommend you hand out the materials and invite students to draw a hand model of the brain. Consider encouraging them to be creative!

# The Human Body

## Achievements

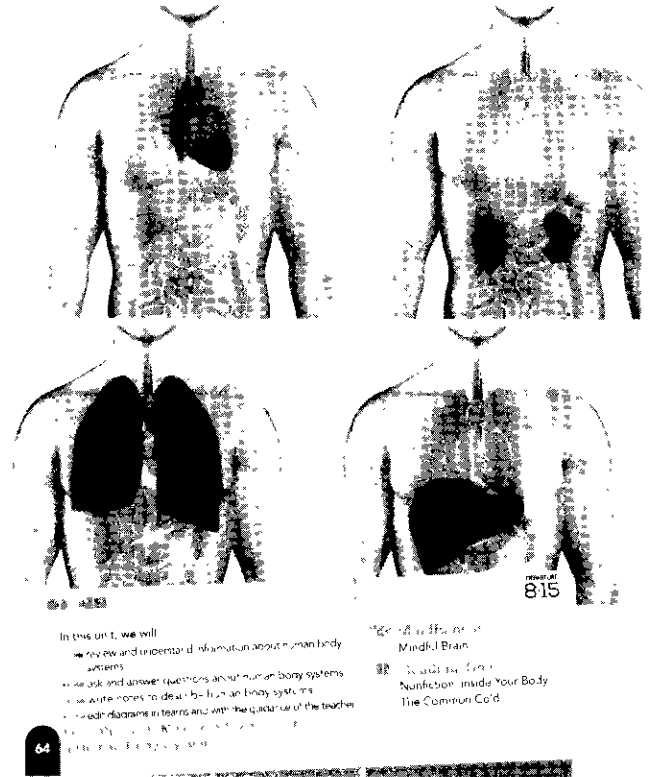
Activate previous knowledge.

### Fasten Your Seatbelt

You may want to discuss with students the objectives planned for this unit. Consider talking about the things they will explore, learn and reinforce. We suggest you go through the achievements listed in the *Fasten Your Seatbelt* box and explain them in a way that is easy for students to understand.

You may want to invite students to look at the pictures of the human body and identify the organ each one shows. You could accept answers in Spanish. Consider asking whether they know which body system each organ belongs to. Consider accepting all answers. We suggest you explain that the specific project for this unit will be to make a diagram of a human body system. Consider encouraging students to say how many body systems there are and which one they would like to learn more about.

**P Poster Activity:** You can use an activity from page xi to work with Poster 6.



### Teacher's Tip



#### Supervising Pair and Teamwork

When students are working in pairs or teams, it is important for the teacher to move around the classroom and listen to them to detect language problems (in terms of grammar, pronunciation or spelling), missing vocabulary, or give ideas to keep the conversation going. Consider keeping a record of the problems most students have and you may want to discuss them at the end of a class or at a time you want to dedicate to error correction. It is important not to interrupt while students are working as it distracts them.

### Value Teamwork



We recommend that you talk about the importance of working in teams. Consider discussing the value of planning how students are going to work when doing teamwork. You could make them aware of the importance of choosing an appropriate space to perform their task. It is important to assign to each member of the team a task that best suits their skills, and to give everyone the tools they will need. Consider encouraging students to ask their team members questions and help when needed. You may want to remind students to keep in mind that they all should work together to achieve the same goal.



### Reading Time

#### Fiction: Inside Your Body: The Common Cold

In this text students will read facts about the common cold and how to avoid it. In this lesson, we suggest you have students go to page 60 and discuss the Pre-reading questions in small groups. You may want to tell them that in subsequent lessons they will be able to check their answers when they continue reading the text.

## Achievements

Select and study charts of human body systems. Identify topic, purpose and intended audience. Identify new words. Verb tense: simple present.

### Opening

Consider dividing the class into small groups. When you say *Now!* students may find it useful to begin writing a list of the body parts they know: *head, back, shoulders, arms, knees, legs, fingers, toes*, etc. When you say *stop*, they can stop writing. The group with the most body parts spelled correctly wins.

### Development

**1** Look at the pictures and say what they show. Use the words below to help you.

Consider dividing the class into pairs and pointing out the images. We suggest you explain that these images are called diagrams, and that they are used to show something in a simplified way. Consider encouraging students to use the words below the diagrams to refer to the systems and explain in their own words what information they contain: they can mime, use descriptions (*it shows the way we breathe*), etc.

**2** Individually, circle the word that is different in each group. Use a dictionary if necessary. Then tell a classmate why you have circled each word.

Suggest to students that they look at the first set of words and explain why the word *ears* has been circled: *because all the other words belong to the digestive system and ears doesn't*. You could tell students to work individually first and circle the words which are different in each set and then discuss their answers in pairs giving reasons for them.

**3** Work in pairs, read the definitions and name the body systems.

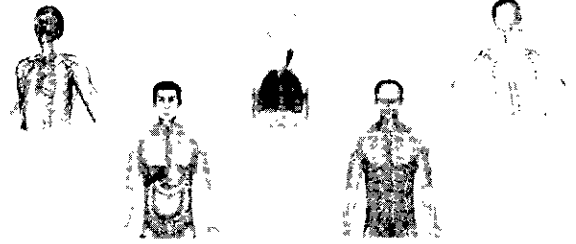
You may want to ask students to work in pairs. You could tell them to read the definitions and say what system they refer to. Consider encouraging students to use the glossary or a dictionary to look up unknown words. We suggest you check answers with the whole class.

### Getting Ready for the Final Product

You may want to tell students that along this unit, they will be looking at different diagrams of the human body's systems and that their final product is the creation of one diagram. At this stage, we suggest you invite students to choose a classmate they want to work with to do their final product. Then, you could ask them to go to the Mind Map on page 145. We suggest you ask them to focus their attention on the first four notes only, they shouldn't worry about the other ones right now. Please let them know that they

## Take Off

**1** Look at the pictures and say what they show. Use the words below to help you.



skeletal system

circulatory system

respiratory system

digestive system

nervous system

**2** Individually, circle the word that is different in each group. Use a dictionary if necessary. Then tell a classmate why you have circled each word.

- |            |             |            |         |         |
|------------|-------------|------------|---------|---------|
| 1. mouth   | stomach     | intestines | teeth   | ears    |
| 2. lungs   | trachea     | heart      | trachea | trachea |
| 3. tendons | armholes    | ligaments  | tooth   | tooth   |
| 4. liver   | spinal cord | brain      | kidney  | kidney  |
| 5. heart   | veins       | arteries   | bladder | bladder |

*My classmate circled 'ears' because it is not a part of the digestive system.*

**3** Work in pairs, read the definitions and name the body systems.

- The muscular system is responsible for movement and waste removal in the body.
- The circulatory system provides support for the body and protects against infections.
- The respiratory system provides oxygen to the body and expels carbon dioxide from it.

*In this unit you will draw a diagram of a human body system. Choose a classmate to work with. It will be the Final Product. Work together and go to the Mind Map on page 145. Use the notes 1, 2, 3 and 4.*

#### Glossary

**teeth** A hard structure that is in the mouth and is used for eating.

**trachea** The windpipe that carries air into and out of the lungs.

**tooth** A hard structure that is used for chewing the food.

**veins** Blood vessels that carry blood away from the heart.

can go back to page 65 to read the name of the body's systems to help them complete notes 1 and 2. As for note 3, they could just imagine what kind of diagram they think would be useful. Throughout the unit, they will be exposed to different diagrams and they can always go back to the mind map and improve their ideas. We recommend asking them to share some ideas with the class in order to find out several sources of information to work on their final product.

### Closing

We recommend that you go to the Just For Fun section of the Game Bank on page x and play *Hangman* using the body organs or systems.


## Achievements

Identify topic, purpose and intended audience.  
Examine distribution of graphic and text components.

### Opening

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play Calf Pumps.

### Development


 Work with a classmate. Look at the diagram below and write the name of the body's system it illustrates. If necessary, go back to page 65 and see the names of the systems.

You may want to invite students to work in pairs. We suggest you encourage them to try to write the name of the body's system without looking back at page 65. If they can't remember, then you could have them recall the names by going to that page. It is a good option to check the activity as a class and ask students to say why they know the diagram shows the digestive system (because of the organs included and highlighted in different color).

### Getting Ready for the Final Product

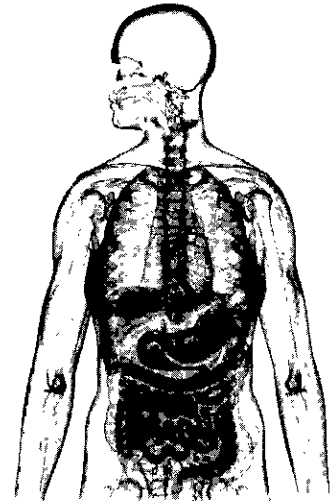
We suggest you ask students to keep working with the same classmate and explain that they will analyze the quality of the diagram. Invite them to read the texts in the boxes. Then we recommend asking them to observe the diagram and answer the questions. You could conduct feedback as a class and point out several aspects of the diagram. Please make them aware that it lacks some important elements in order to be understood more clearly. You may elicit some of these elements such as arrows, tags with names of the organs, etcetera.


## In Flight

 Work with a classmate. Look at the diagram below and write the name of the body's system it illustrates. If necessary, go back to page 65 and see the names of the systems.


The organs that form part of this system are: mouth, tongue, esophagus, stomach, large intestine, small intestine, liver, gallbladder, pancreas and rectum.

This system helps your body break down and absorb food and remove waste.



 Work with your classmate and answer the questions to analyze the diagram.

1. How can we know what body system the diagram is about?
2. What elements do you think you need to include?
3. Why is this diagram useful?
4. What other information would you like to include in the diagram?

 Read pages 60 to 64 in the Reader and do the exercises.

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### Closing

#### Reading Time

**Nonfiction: Inside Your Body: The Common Cold**  
We suggest you invite students to read pages 60 to 63 of the reader and discuss the answers to the questions in Activity 1 in small groups. Then they can do Activity 2 on page 63 on their own. We recommend that you check answers as a class.

## Achievements

Recognize description of components. Verb forms: the passive voice. Write sentences using the passive voice. Recognize text organization. Reflect and act on one's own and others' physical well-being.

### Opening

Consider dividing the class into pairs. With their books closed, you may want to ask students to list as many organs of the digestive system as possible.

### Development

#### 1 Read the extracts and write the names of the organs they describe.

Consider asking students to work in the same pairs as in the Opening activity. We suggest you explain that they are going to read extracts from a text about the process of digestion. You may give students time to read the extracts and write the names of the corresponding organs. Consider encouraging them to use a dictionary to look up unfamiliar words. We recommend that you check answers by asking volunteers to read an extract each. Consider correcting pronunciation where necessary.

#### 2 Unscramble the descriptions. Then write what organs they refer to.

Suggest students to work in pairs. Consider asking them to use the descriptions in Activity 1 as a model to unscramble the descriptions in this activity. We recommend that you encourage them to use the glossary or a dictionary for unknown words. Suggest that students decide what organs the descriptions belong to. We recommend that you check answers as a class.

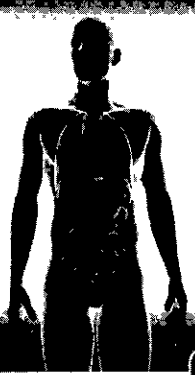
#### Getting Ready for the Final Product

You may want to remind students that the final product of this unit consists of the creation of a diagram of the human body's system. If possible, invite them to visit this website:

<https://www.livescience.com/37009-human-body.html>

We suggest you have them read the information about the human body. You could explain that they do not need to understand every single words, they will be learning little by little. It is a good opportunity to ask them to take notes about one of the systems they are interested in as they will use this information for their final product. Remind them to keep working with the classmate they have chosen to work with.

After a while, we recommend you ask them to go to the Mind Map on page 145 and complete notes 5 and 6.



**1** Read the extracts and write the names of the organs they describe.

1 The mouth is the beginning of the digestive system. It is a hollow organ with teeth that chew the food.

2 The stomach is a hollow organ. It is about six meters long. It is a muscle organ that chews the food.

3 The pancreas is a gland. It is about six meters long. It is a muscle organ that chews the food.

**2** Unscramble the descriptions. Then write what organs they refer to.

1 It is a hollow organ. It is about six meters long. It is a muscle organ that chews the food.

2 It is also a hollow organ. It is about six meters long. It is a muscle organ that chews the food.

3 It is a muscle organ. It is about six meters long. It is a muscle organ that chews the food.

4 It is a gland that lies in the abdomen behind the stomach. It is a muscle organ that chews the food.

Remember that in this unit you will make a diagram of a human body's system. Visit the site below and read more about the human body. Take notes about one of the systems you are interested in. Keep these notes as they will use them to make your final product. <https://www.livescience.com/37009-human-body.html>. Then work with your classmate and go back to the Mind Map on page 145. Complete notes 5 and 6.

Read pages 64 and 65 in the Reader and do the tests.

**Glossary**

hollow: empty  
muscle: made of muscle  
gland: a small organ that produces a substance

Unit 6 The Human Body 67

### Closing

We recommend that you go to the Language Games section of the Game Bank on page ix and play *Disappearing Text* using sentences that promote healthy habits. At the end, you may have a class discussion in which students reflect on their own and others' physical well-being. Some sample sentences are: *Good digestion begins in the mouth. Chew carefully. / Chew until you can "drink" each bite. / Eat simple meals.*

#### Reading Time

**Nonfiction: Inside Your Body: The Common Cold**  
We suggest you invite students to read and answer the questions at the top of pages 64 and 65 before reading the text below these questions. Suggest to students that they read the text and confirm their answers or predictions. Consider encouraging them to use the glossary for unknown words.

## Achievements

Identify subject matter. Identify the graphic resources used to link components and descriptions.

### Opening

We recommend that you go to the Just For Fun section of the Game Bank on page x and play *Ten Things*. Consider telling students to write the names of ten organs of the human body.

### Development

**1** Look at the diagram and circle the correct options.

Consider asking students to look at the diagram and identify the part of the body. Then read the two statements aloud including both options. We recommend that you invite volunteers to say which option is correct and why.

**2** Listen and complete the diagram using the words in the box.

We recommend that you invite students to read the words and say what they notice: *All words are cognates. They are parts of an eye.* You may play Track 23 once and tell students not to number anything. Ask: *Where are the people? Who is speaking? What class is it? What is the name of the girl who participates?* Then you could play the track again and have students label the diagram. Finally, have students check their answers in pairs.

### Getting Ready for the Final Product

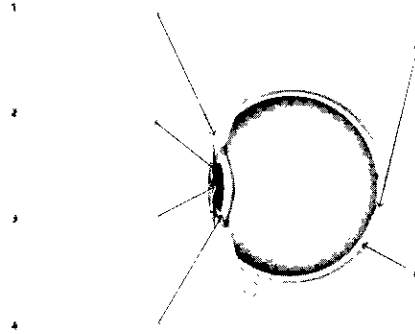
Consider drawing students' attention to the arrows, boxes, picture and title of the diagram and invite them to answer the questions.

We recommend that you invite volunteers to share their answers with the class. You may want to write some explanations on the board for the students to copy in their notebook: *In diagrams, arrows are used to point to parts of the graphic component. Text boxes contain names of the parts.* It is important that students are aware of the components of a diagram because they will be creating one as a final product.

**1** Look at the diagram and circle the correct options

- 1 It includes information about a single organ in a body system
- 2 It contains images, arrows, text boxes and labels

The Anatomy of the Eye



**2** Listen and complete the diagram using the words in the box.

cornea iris lens optic nerve pupil retina

To draw a diagram, you need to know the parts of the system. In order to make a diagram of a body's system, it is important to know its parts. Look at the model in Activity 1 and discuss the questions with a classmate.

- 1 What are the arrows used for?
- 2 What information do the text boxes contain?
- 3 Where is the title?
- 4 How do numbers help you understand the diagram?
- 5 Do you think the picture is big enough?
- 6 How would you improve the diagram?

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### Closing

Consider asking students to close their books and prepare a sheet of paper. Say the name of a body system they have seen and ask them to write down the organs that it contains. We recommend that you give students 30 seconds per body system. To check, ask volunteers to read the words. Consider encouraging other students to complement or correct as needed.

## Achievements

Complete sentences in order to describe components. Organize terms and descriptions in a table. Identify the graphic resource used to link components and descriptions.

### Opening

Consider saying a letter of the alphabet and ask students to think of a word related to the topic of the human body which begins with that letter: *c – cornea*, *f – finger*, *e – ear*, *a – artery*, etc.

### Development

**1** Complete the diagram using the information in the text.

Consider suggesting students they read the text quickly and say what body system this class is about. *Respiratory*. We recommend that you point out the chart and say that they will organize the information in the text into three parts: *title*, *function*, *main organs*. Tell students to read the paragraph again and complete the chart. Have a volunteer read the information aloud. Correct pronunciation if necessary.

**2** Read and number the picture accordingly.

We recommend that you point out the diagram and the boxes. Ask how many external parts of the respiratory system they will have to find: *two*. Then suggest students to read the text slowly and circle the words that are listed below in the text. Then have them read it again and number the parts of the system. Remind them that the description includes steps from the moment we breathe in until we breathe out. When students are ready, have them compare their answers in pairs.

**3** Read the text again and complete the process.

We recommend that you divide the class into pairs. Invite students to read the text in the previous activity again. Then have them complete the sentences using the text and the diagram as a guide.

**1** Complete the diagram using the information in the text.

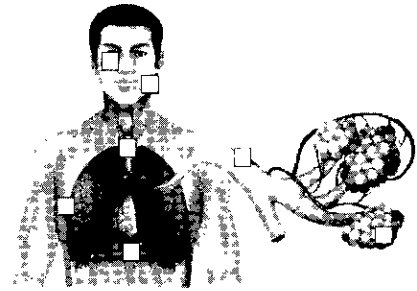
The chart is a graphic resource used to organize information. It is a table with two columns: *Function* and *Main Organs*. It is used to organize information about the respiratory system.

Function      Main Organs

**2** Read and number the picture accordingly.

The picture is a diagram of the human respiratory system. It shows the lungs, trachea, bronchi, and diaphragm. The diagram is used to identify the parts of the respiratory system.

1. nose
2. mouth
3. trachea
4. nose
5. bronchi
6. diaphragm
7. lungs



**3** Read the text again and complete the process.

1. Air gets to the lungs through the \_\_\_\_\_ and \_\_\_\_\_.
2. Then the air goes down the trachea through bronchi into the \_\_\_\_\_.
3. The oxygen gets to the bloodstream through the walls of \_\_\_\_\_.
4. The \_\_\_\_\_ and \_\_\_\_\_ together through our nose and mouth.
5. The muscle that helps us breathe is called \_\_\_\_\_.

Unit 6 The Human Body 69

### Closing

We recommend that you go to the Activate Your Brain section of the Game Bank on page x and play *Energy Boost*.



## Achievements

Answer questions to describe components.

### Opening

We recommend that you go to the Just For Fun section of the Game Bank on page x and play *Guessing Game* with parts of the body.

### Development

**1** Discuss if the following sentences are correct or incorrect. Circle **C** (correct) or **I** (incorrect).

We recommend that you divide the class into small groups. Ask them to read the sentences and make notes. All the ideas are valid at this stage.

**2** Listen and check your answers. **24**

We suggest that you play Track 24 and have students compare the information given with their answers in Activity 1. Finally, ask students what fact they consider the most interesting.

### Getting Ready for the Final Product

You may invite students to join their classmates to keep working on their final product. We suggest you allow some time for them to answer the questions and review the diagrams of the unit so they can use them as an example to prepare their own. Now it is a good time for them to take out their notes they wrote when they visited the website on page 67. We recommend you ask them to use these notes to complete the Collection of Evidence Template, Activity 1, on page 157. This is just a brief step to continue working towards the final product.

**1** Discuss if the following sentences are correct or incorrect. Circle **C** (correct) or **I** (incorrect).

1. We blink our eyes to keep them clean.

C I



2. Your nose and ears never stop growing.

C I



3. Men's heart beat faster than women's.

C I



4. The female brain is smaller than male's in the human body.

C I



**2** Listen and check your answers. **24**

Discuss if the following sentences are correct or incorrect. Circle **C** (correct) or **I** (incorrect). Now that you have your classmate's answer and audio system you want to make a claim for yourself, the question below.

1. Which system do you think is best?

2. Which are the organs that do for protection?

3. Go back to pages 66, 68 and 69 and look at the diagrams of the body systems. What kind of diagram do you think you can use for your Final Product?

Remember the information you read on the site you visited on page 67. Use the notes you wrote and go to the Collection of Evidence Template on page 157. Complete Activity 1 with your classmate.

Read pages 66 and 69 in the Reader and do the tasks.

70

### Closing

We recommend that you go to the Vocabulary Games section of the Game Bank on page ix and play *Making Sentences* using the information about body organs and systems.

### Reading Time

**Nonfiction: Inside Your Body: The Common Cold**  
You may want to invite volunteers to retell some of the facts about colds they have read so far. Then have students read pages 66 to 69 and discuss which facts they knew nothing about before reading them. Encourage students to go back to page 66 and in pairs or small groups do task 3. Finally ask students to go to page 69 and do the post-reading activities.

## Achievements

Organize terms and descriptions in a table. Rewrite simple sentences about descriptions.

**Suggested Materials:** See the Mindful Brain practice on page T64a.

### Opening

This is a good moment to do the Mindful Brain practice as it gives students very interesting insight into the brain and how its parts affect our emotions. We recommend that you go to page T64a and have students follow your instructions. 🌱

### Development

**1 Read and complete the chart.**

Consider eliciting the five senses and the organ that corresponds to each one. Then invite a volunteer to read the text aloud. Point out the chart and the words and phrases above this. Have students complete the first row of the chart together. Then invite them to complete the remaining parts on their own. Finally, say these sentences and elicit the sense: *What a beautiful painting.* - sight/ *Auch, it's hot.* - touch / *I can't stand this noise!* - hearing / *it's delicious.* - taste / *I love this perfume.* - smell.

**2 Work with a classmate. Use the information from the chart to talk about one of the senses and have your partner guess which one you are describing.**

We recommend that you form pairs and ask students to choose one of the senses and study the facts from the chart. Encourage them to take notes and add more information they know about the senses. Have them take turns giving the information and guessing.

### Getting Ready for the Final Product

You may want to ask students to join their classmates to keep working on the final product. Together, they could read the text of the five senses and underline key ideas or elements that can help them create their own text. We suggest you invite them to look at the Collection of Evidence Template again and ask them to complete Activity 2. Remind them they can use different texts as models. They have already read the ones on pages 66 and 69, apart from the one on page 71.

**1 Read and complete the chart**

### The Five Senses

Each person has five senses: touch, sight, hearing, smell and taste. For each sense, there is a corresponding organ. These organs take information from your environment and send it to your brain. Your brain then processes the information and tells your body how to respond. The sense organs are your eyes, ears, nose, tongue and skin.

Sense	Organ	Job
eyes	tongue	detect color and light
	ears	detects pain, pressure, heat and cold
touch	skin	detects smells
sight	ears	nose hearing
	skin	taste
	tongue	detect sound
	skin	smell
	tongue	detects tastes: sweet, salty, sour and bitter

**2 Work with a classmate. Use the information from the chart to talk about one of the senses and have your partner guess which one you are describing.**

**3 Work with your classmate to create a model.**  
Work with your classmate to create a model of the human body. Use the five senses to identify the key ideas of the text and underline them. Then go back to the Collection of Evidence Template on page 157 and do Activity 2. Use the text about the five senses as a model to help you write your short text.

### Closing

You can suggest students to choose a physical disorder and tell the class what its symptoms are. The rest of the class should try to guess what the related disorder is.

## Achievements

Organize terms and descriptions in a table. Write sentences in order to prepare notes. Develop a repertoire of words that are useful in social situations.

### Opening

You may want to write the following on the board for students to unscramble: *is to take / system's job / and nutrients / to all the parts / the circulatory / of the body / oxygen*

### Development

#### Getting Ready for the Final Product

This is another important step towards the final product. We recommend you elicit what they have learned about the creation of diagrams. Students may refer to the graphic components, parts of the body, different body's system, etc. Accept any ideas so they feel comfortable when participating in class.

**Read the text and circle the missing capital letters. Then add the missing commas and periods.** Consider dividing the class into small groups. Tell students to read the text and identify each new sentence. Remind them that each sentence contains a separate idea. Then you may have them circle the missing capital letters. Finally, tell students to add the missing commas and periods. Have them read the text pointing out the changes they have made.

**Individually, rewrite the text using the marks about the capital letters, commas and periods.** Now, you can invite students to work on their own. They should use their notes and elements they marked on the text above to rewrite a clean version of it.

**Go to Flight File 6 on page 131.**

We recommend that you invite students to open their books to page 131 and look at the diagram. You could elicit what it is: *A heart*. Form pairs and have them label the diagram using the words and phrases in the box. Next, have students read the text. Invite volunteers to explain the function of the heart as they understand it.

You have already analyzed the different parts of the human circulatory system. You have identified parts of diagrams to show how they work. It is now time to write. It is important to be aware of capital letters and punctuation. Work with your classmates to do the tasks below. This will help you prepare for the final product.

**Read the text and circle the missing capital letters. Then add the missing commas and periods.**

### The Circulatory System

The main function of the circulatory system is to take oxygen and nutrients to all the parts of the body and to get rid of the waste products the circulatory system is made up of the heart blood and blood vessels (arteries veins and capillaries) the heart is a muscle that **pumps** the blood throughout the body the blood is the red liquid that circulates in the arteries veins and capillaries carrying nutrients and oxygen the blood vessels that carry blood away from the heart are called *arteries*, and the ones that carry blood back to the heart are called *veins*. finally the tiny vessels that connect the arteries and the veins are called *capillaries*

**Individually, rewrite the text using the marks about the capital letters, commas and periods.**

### The Circulatory System

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Go to Flight File 6 on page 131.

#### Glossary

arteries  
capillaries  
veins  
pumps

72

### Closing

We recommend that you divide the class into pairs. You could tell them to write the names of the organs and body parts belonging to a specific body system on a piece of paper. Have them exchange papers with other pairs for them to say what body system they represent.

## Achievements

Point out specific information. Add or remove information to improve a text. Structure and write sentences.

**Suggested Materials:** 3 index cards per student

### Opening

We recommend that you go to the Language Games section of the Game Bank on page ix and play *Scrambled Sentences* using two sentences from the unit.

### Development

**1** Read the text you rewrote on page 72 again and complete the diagram with the missing information. Then draw arrows to link the textual and graphic components.

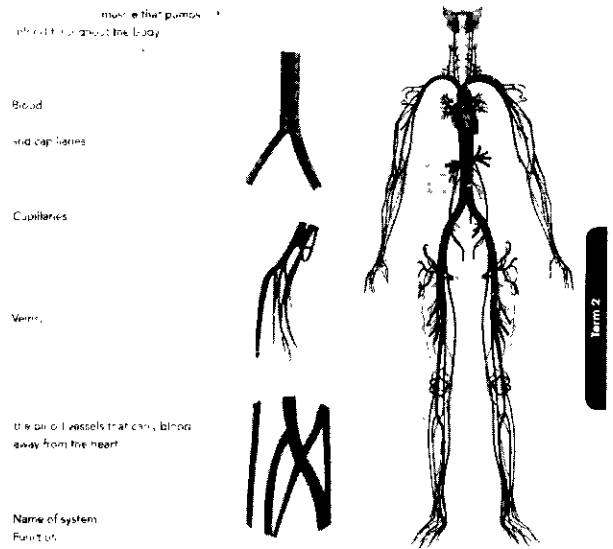
You may ask students to work individually and give them two minutes to look at the diagram and notice what information is missing. Explain that the information they need is in the text in Activity 1 on page 72. Complete the first box with the students, as an example. After that, ask them to draw arrows from the texts to the corresponding part of the diagram. Check answers as a class.

### Getting Ready for the Final Product

This is the last part in the process of working on the final product. At this stage, have them observe everything they have read and seen regarding the creation of a diagram. You may want to ask students to work with their classmate and complete Activity 3 of the Collection of Evidence Template on page 157, which consists of drawing the diagram of the system they previously chose. You could explain that this is just a draft and that, for homework, they should improve it by using different colors or they can even collect some illustrations from different sources.

It is a good idea to remind students to look at the diagrams from this unit as a model to create their own.

**1** Read the text you rewrote on page 72 again and complete the diagram with the missing information. Then draw arrows to link the textual and graphic components.



After you have written the text about the circulatory system, as preparation for the final product. Go back to the Collection of Evidence on page 157 and see the text you wrote in Activity 2. Now remember how you used capital letters, commas and periods to the text on page 72. Use it as a model to improve your text and improve it. After that, with your classmate, do Activity 3 of the Collection of Evidence Template for the diagram you have just drawn. This unit includes 15 minutes of work and 15 minutes.

Unit 6 The Human Body 73

### Closing

We recommend that you go to the Just for Fun section of the Game Bank on page x and play *Chinese Whispers* with sentences related to functions of different body systems.

## Achievements

Edit charts with the teacher's guidance. Check punctuation and spelling conventions. Mark and clarify doubts. Add or remove information to improve a text. Adjust language in accordance with intended audience and purpose. Write final version.

### Landing!

#### Getting Ready for the Final Product

Now students should be ready to present their Final Product. You could invite them to take out their Collection of Evidence Template and their final version of the diagram they prepared on page 74.

#### Making a diagram of a human body system

You may want to invite students to work with their classmate in order to get their material ready. We recommend that you help students organize themselves in order to decide how they will be presenting their diagrams. After each presentation, you may encourage students to give positive feedback to their classmates. Finally, you could invite students to display their work in the classroom.

#### Teacher's Tip



You could advise students to pay attention to their tone of voice in order to speak clearly.

#### TIC link

For more vocabulary about the human body, go to: <http://www.languageguide.org/english/vocabulary/digestive-system>

#### Reflection

At the end of the unit, read the statements in the reflection box aloud and explain any unknown words. Consider asking students to mark ✓ if they think they did what the statement says or ✗ if they didn't.

#### Self-evaluation

Suggest students to look at the statements and mark them individually in order to reflect on their learning, progress and performance.

Divide the class into pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on those aspects they did not feel confident about, such as going over the specific lessons where those aspects are dealt with again, or asking you for help.

### Landing!

#### Getting Ready for the Final Product

In order to present your Final Product to the class, go to the Collection of Evidence Template you worked with along the unit. Then follow the suggestions below.

##### Making a diagram of a human body system

- 1 Work with your classmate and get ready to present your diagram.
- 2 Use your Collection of Evidence Template to transfer the diagram and the short text onto a large piece of construction paper.
- 3 Make sure the text and the drawings or illustrations are big enough and easy to read.
- 4 Remember to use text boxes, arrows, numbers or any other element that make your diagram easy to understand.
- 5 Rehearse your presentation with your classmate.
- 6 Display your diagram and present it to your class.

TIP

- Remember to speak loudly and clearly when presenting your diagram.

##### Complete (✓ or ✗) the reflection and self-evaluation charts.

###### Reflection

- It was interesting to learn new things about the human body.
- I feel confident creating a diagram in groups.
- I feel familiar with different sources of information.

###### Self-evaluation

###### I can...

- understand information about the human body systems
- create diagrams of some human body systems
- write notes to describe human body systems
- evaluate the quality of a diagram of a human body system



Extract from pages 74-75

#### Evaluation Instrument

Consider choosing a number of students you would like to evaluate this month. Make one photocopy of the Evaluation Instrument on page T75b per student. Complete the templates according to each student's performance and keep them as evidence of their progress.

**We recommend that you use Assessment 6 on page T129.**

## Description of a System

**1** Complete the information about the body's system you chose.

1. Name of the system:

2. Functions:

3. Components and organs of the system:

**2** Use the notes to write a short text about the system.

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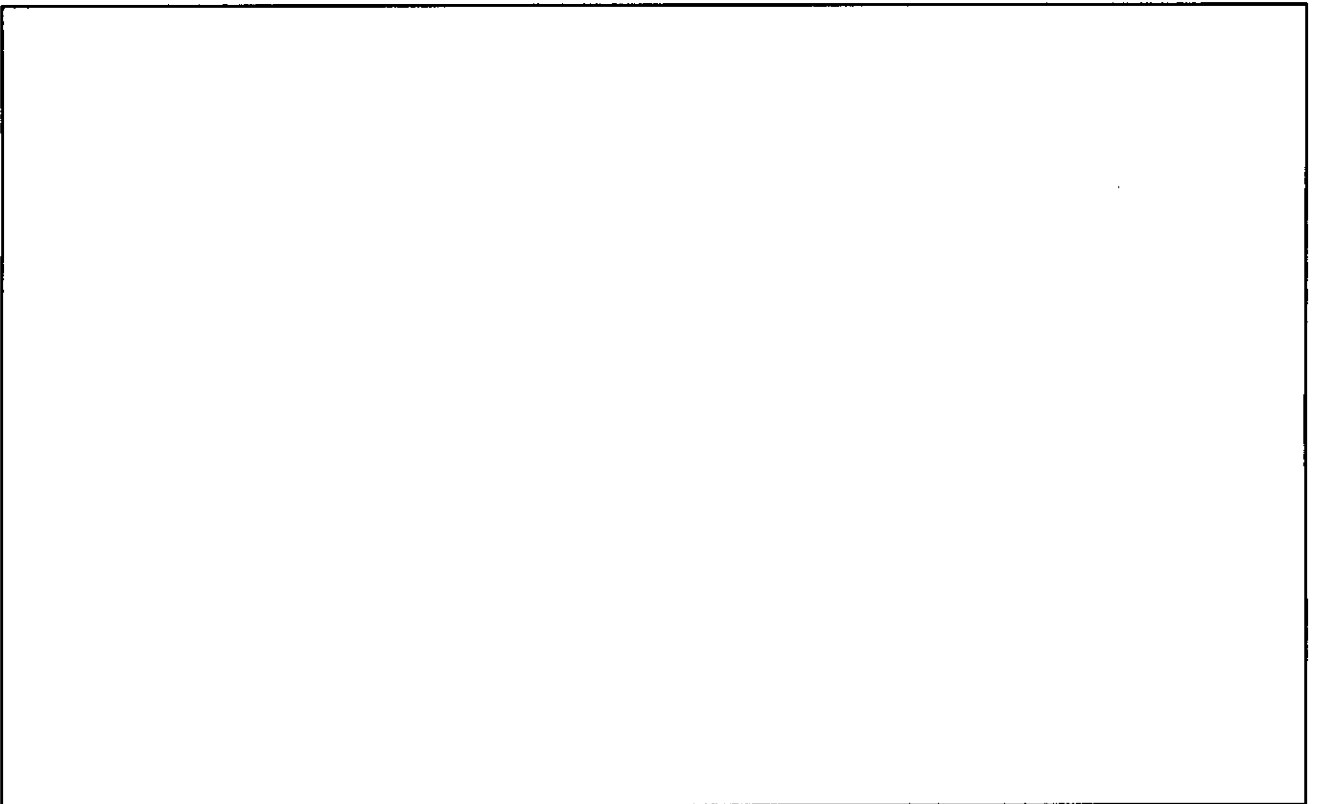
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**3** Draw a diagram using the information.



# Evaluation Instrument

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Checklist

### 1 Reading and understanding information about body systems.

- Can analyze and understands information about body systems.
- Identifies the relationship between illustrations and text.

### 2 Asking and answering questions to obtain information.

- Produces grammatically correct questions and answers.
- Is able to ask questions using the passive voice and the comparative and superlative forms of adjectives.

### 3 Writing notes to describe human body systems.

- Takes into account intended audience.
- Summarizes information from various sources.
- Uses correct grammar and vocabulary while writing notes.
- Organizes information in tables.
- Selects appropriate illustrations to complement notes.

### 4 Editing diagrams.

- Uses correct spelling and punctuation.
- Detects, adds or removes information to improve notes.
- Adjusts language according to purpose and intended audience.

### 5 Working with others

- Promotes respect and collaboration in school work. Is an active member of any team.



## Unit 7 Leisure Time!



### FAMILY AND COMMUNITY

#### Fasten Your Seatbelt

In this unit, students will...

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

#### Curricular Objectives

- (A) Exchanges associated with information about oneself and others.
- (B) Exchange compliments, likes and dislikes in an interview.

#### Landing!

Carrying out an interview  
Reflection  
Self-evaluation

#### Assessment Tools

Collection of Evidence Template p. T87a  
Evaluation Instrument: Evaluation Rubric p. T87b  
Assessment 7 p. T130  
Assessment Term 2 pp. T137-T139

### Mindful Activity 7. Mindful Boredom

#### Our Goal:

What is boredom? Have you ever experienced it? Is it a pleasant feeling?

According to psychologist John Eastwood, boredom is “the unfulfilled desire for satisfying activity,” characterized by “an unengaged mind.” So, basically, we are bored when our mind cannot find anything to engage it in our immediate surrounding. We become uneasy and our minds start to wander.

From early childhood we are taught to view boredom in a negative light. We are not allowed to be bored. Business is “good” and boredom is “wrong.” This is why we avoid or try to get rid of this feeling. However, in the attempt to feel better and not experience any discomfort caused by boredom, we might pick up addictive and unhealthy behaviors. The best way to deal with boredom, as with any other negative emotion, is by paying attention to it and by exploring how it feels.

#### Instructions:

1. You may want to invite your students to do nothing for 5 minutes. Tell them to lay their heads on their desks. They cannot have any distractions at hand.
2. After 5 minutes, ask for impressions. Accept all comments.
3. You could say: *Let's practice experiencing boredom. Think of these questions (they can write them down if necessary):*
  - Can you name the body sensations of boredom? Where do you feel boredom?
  - What is the quality of your mind when you feel bored? Are you having a lot of thoughts all at once? Is your mind stressed? Or is your mind moving slowly?
  - What kind of thoughts are present when you are bored? Are they daydreams, memories or plans?
  - What do you do to try to get rid of boredom?

4. Consider saying: *Boredom is a sign that we have become accustomed to our routine. We are stuck on automatic pilot. However, if we apply curiosity to the experience of feeling bored, we can break the automatic pilot “spell” and may find that boredom is not as boring as we originally thought.*
5. We recommend that you form teams and ask them to make a list of activities they can experience in a different way this week: *change the way they come to school; go to the movies without checking what is on and watch the first available movie; not use their cell phone for a day, etc.* Applaud the best ideas. Challenge your students to choose one and experience it during a certain period of time they are willing to commit to.
6. Finally, we recommend that you invite them to do the following at home – they should choose a familiar object (a photo, a mug, a piece of clothing) and examine it using their five senses (sight, smell, taste, hearing, touch) trying to find features they haven't noticed before. Invite them to write down their impressions.





# Leisure Time!



## Achievements

Activate previous knowledge. Identify topic.

### Fasten Your Seatbelt

You may want to discuss with students the objectives planned for this unit. Talk about the things they will explore, learn and reinforce. Go through the achievements listed in the *Fasten Your Seatbelt* box and explain them in a way that is easy for students to understand.

Have students look at the photos and ask: *What are the people doing? Are they having fun? Which of these activities do you like? Which do you do? How often do you do them?*

Explain that the specific project for this unit will be preparing and carrying out an interview about leisure time. Elicit the synonym for *leisure*: *free time*.

**P Poster Activity:** You can use an activity from page xi to work with Poster 7.



### Teacher's Tip



### Speaking In Public

We suggest you explain to students that when we speak, it is important to focus on the message – what we want to express – but that form (expressions, vocabulary and grammar) is also important to make ourselves understood.

When students are getting ready to speak in public, they should keep these steps in mind:

- Plan what they want to say (content).
- Think about how they are going to say it (check register – formal or informal expressions –, vocabulary and grammar).
- Practice saying it out loud (check pronunciation and intonation).

In this unit, we will...  
 • listen to and write grand tales and stories in languages  
 • understand the general sense of main ideas  
 • describe  
 • express our interests, like and dislikes in written and oral languages

Unit 7: 21-28  
 Mindful Bureform  
 Nonfiction: Cotton Candy

### Value Interpersonal relationships



Whenever students have to work in pairs or groups, consider emphasizing the importance of maintaining a friendly, positive and cooperative attitude. Explain that students should show interest in their peers' opinions and be open to different ideas, even if they differ from their own.

### Reading Time

#### Nonfiction: Cotton Candy

This month's text is an interview with a pop band, Cotton Candy. The band is going to promote a new album during their tour around Mexico. To begin with, suggest students to go to page 71 in their Reader and do the Pre-reading activity. Ask some volunteers to share their hobbies and interests with the class.

Term 2

## Achievements

Listen to people talking about leisure activities. Identify topic. Identify leisure activities by name. Recognize situations in which likes and dislikes are shared. Observe and understand nonverbal communication.

### Opening

We recommend that you go to the Just For Fun section of the Game Bank on page x and play *Hangman* using leisure activities, such as *reading, dancing, doing exercise*, etc.

### Development

**1** Look and say what leisure activities the people are doing.

You can suggest students to look at the silhouettes and identify the activities. Check by asking volunteers to mime the actions for the classmates to name them.

**2** Listen and write the corresponding leisure activity. **25**

We suggest that you play Track 25 more than once if necessary. Have students write on the lines the activities that are mentioned. Invite volunteers to share their answers with the class. Ask: *In which dialogues do the speakers like the same activity? What is the difference between the speakers?*

**3** Label the pictures using the expressions in the box.

This is a good time to do the mindfulness practice with your students to help them cope with the feeling of boredom. We recommend that you go to page 76a and invite students to follow your instructions.

When you finish the mindfulness practice, go back to Activity 3. Read the phrases changing your tone of voice in a way that the meaning of the expressions will come across. Then invite some volunteers to read the expressions in the same way. When the meaning is clear, ask students to label the pictures.

**4** Play a game!

You may want to invite students to look up the words in bold in the glossary. Then form pairs and have students take turns miming and saying the expressions below and the ones in Activity 3. Have fun!

**5** Discuss in pairs or small groups.

Consider dividing the class into pairs or small groups. Read the questions and give them time to discuss their answers. Ask volunteers to share their answers with the class and look for similarities between different groups. Have the class vote for the best leisure activity.

## Take Off

1 Listen and say what leisure activities the people are doing.



2 Listen and write the corresponding leisure activity.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

3 Label the pictures using the expressions in the box.

It's horrible! I'm bored. That's cool! I'm tired.



4 Play a game!

It's so-so. It's scary. It's yummy.

5 Discuss in pairs or small groups.

- 1 Do you like or do any of the leisure activities in Activity 1?
- 2 What emotion did each speaker think you were trying to say in the game?

### Glossary

**amuse** /ə'mju:z/ to make someone laugh or feel happy  
**bored** /bɔ:əd/ feeling that you are not interested in something  
**delicious** /dɪ'lɪʃəs/ very good to eat  
**delicious** /dɪ'lɪʃəs/ very good to eat

Unit 7 Leisure Time

### Closing

We suggest that you play *Find Someone Who...* using these phrases:

...never watches TV in the morning.

...thinks hiking is cool.

...listens to music every morning on his or her way to school.

...plays a musical instrument.

...is good at painting.

You can suggest students to write the phrases on a separate sheet of paper. Then they should walk around the classroom asking their classmates complete questions: *Do you watch TV in the morning?* If a classmate says: *Never*, they should write his or her name next to the phrase and continue walking. The game finishes when they have written a name of a different classmate next to each phrase.

## Achievements

Anticipate the general meaning. Identify and compare forms for expressing likes and dislikes.

### Opening

Consider dividing the class into pairs. Have them list outdoor and indoor leisure activities. Encourage students to use a dictionary if necessary.

### Development

**1** Read the dialogue quickly and answer the questions. Then number the parts of the dialogue in order.

We recommend that you tell students to work in the same pairs as in the Opening activity. Allow a couple of minutes for students to read the incomplete dialogue and look up the words in bold in the glossary. Encourage students to predict which words might complete the dialogue, but don't confirm their ideas. Ask volunteers to read and answer one question each.

**2** Complete the dialogue using the words in the box.

Consider suggesting students to complete the dialogue using the words in the box. Have volunteers act out the dialogue to check answers.

**3** Complete the sentences using the words and expressions from the dialogue.

Consider explaining that the incomplete sentences are rules they will find useful to follow when talking about likes and dislikes. Do the first one together: *Love and like are verbs that indicate likes.* Invite students to complete the remaining two rules. Check as a class.

**4** Give your classmate an opinion about the following leisure activities.

It may be helpful to have students work in pairs and discuss the activities in the pictures: *How do you feel about them? Do you like/dislike them? Why?* Encourage students to look for similarities with their classmate.

### In Flight

**1** Read the dialogue quickly and answer the questions. Then number the parts of the dialogue in order.

**How can I borrow my sister's...** **How come?**

**1** What activity do you think the boys are talking about?  
**2** Do they both like it?  
**3** What problem does each of the speakers have?

**2** Complete the dialogue using the words in the box

cycling x 2   bike x 3   tires   exercise x 2

**3** Complete the sentences using the words and expressions from the dialogue

**1** \_\_\_\_\_ and \_\_\_\_\_ are verbs that indicate likes  
**2** We can use \_\_\_\_\_ and \_\_\_\_\_ to express dislikes  
**4** The adjectives \_\_\_\_\_ and \_\_\_\_\_ can have positive ideas about something

**4** Give your classmate an opinion about the following leisure activities

**Glossary**  
to borrow to take and use before returning  
to be in a bad way?  
If a lady without air won a smooth, level surface

Read pages 71 and 72 in the Reader and do the tasks

### Closing

We recommend that you write the verbs *like, love, don't like* and *hate* on one side of the board, and the adjectives *fun* and *awesome* on the other. Ask students to make sentences using the verbs or adjectives to describe different leisure activities.

### Reading Time

#### Nonfiction: Cotton Candy

We recommend that you invite students to read pages 71 and 72 in their Reader and look up the words in bold in the glossary. Then have them do Task 1. Check by describing the physical appearance of a band member for students to say his name.

## Achievements

Identify and compare forms for expressing likes and dislikes. Develop a repertoire of words that is useful in social interactions.

### Opening

You may like to divide the class into pairs. Write the following headings on the board: *Outdoor sports / Indoor Sports*. Ask students to write as many sports that fall in the two categories as they can before you say *Stop!*

### Development

#### 1 Classify the following sports.

It may be helpful to invite students to read the names of sports. Then have students classify the sports accordingly. Check as a class.

#### 2 Listen to the interview. Underline the opening in red, the body in green and the closing in blue. 26

This is a good opportunity to make students aware of the structure of a dialogue. You may ask students to listen to the interview on Track 26 and identify what it is about. Then allow them time to try to identify the dialogue's structure. You could check their answers as a class and clarify any doubts they may have.

#### 3 Read the interview again and circle the information.

You may want to focus students' attention to the interview. Please ask them to look for the information and circle it. We suggest you check the answers as a class.

#### 4 Read and circle the main ideas and underline the supporting details.

We recommend that you focus students' attention on the first part of sentence 1. Explain that a main idea is the principal point someone is making about a topic: *I like all extreme sports except rock climbing*. Then say that the supporting details give additional information about the main idea: *I had an accident once...* Give students time to read the sentences, circle the main ideas and underline the supporting details. Check as a class.

#### 5 Fill in the chart according to your preferences.

Invite students to think about their own likes and dislikes concerning the categories in the chart. Allow them some time to fill it in. Help them with vocabulary, if necessary.

#### 1 Classify the following sports.

boxing kitesurfing soccer judo rock climbing tennis  
baseball kickboxing bungee jumping



#### 2 Listen to the interview. Underline the opening in red, the body in green and the closing in blue.

1 I don't like any sport, but I like to go to the gym. I had an accident once... I had a bad fall when I was 15 years old. I was climbing a tree and I fell. I was very lucky because I didn't get hurt. I had an accident once... I had a bad fall when I was 15 years old. I was climbing a tree and I fell. I was very lucky because I didn't get hurt. I had an accident once... I had a bad fall when I was 15 years old. I was climbing a tree and I fell. I was very lucky because I didn't get hurt.

#### 3 Read the interview again and circle the information.

Interviewees: \_\_\_\_\_ Questions: \_\_\_\_\_ Phrases to express likes and dislikes: \_\_\_\_\_

#### 4 Read and circle the main ideas and underline the supporting details.

- I like all extreme sports except rock climbing. I had an accident once...
- Extreme sports are really dangerous. I don't like them.
- I love boxing and judo. They are my favorites.
- I don't think a lot of women like to do sports. Like, for example...

#### 5 Fill in the chart according to your preferences.

	love	like	don't like	hate
sports				
food				
music				
movies				

Choose a classmate to work with. Write his or her preferences on a separate sheet of paper.

**Glossary**  
really active  
I don't like  
that she was an athlete  
remains

Unit 7 Leisure Time

Term 2

#### 6 Choose a classmate to work with. Write his or her preferences on a separate sheet of paper.

Suggest students to work with a classmate they feel comfortable working with. Then ask them to write his or her preferences on a separate piece of paper. Advise them to keep it in their portfolio because they will use it later.

### Closing

We recommend that you divide the class into groups. Write the following on the board: *I like / I love... and I don't like / I hate...*

Tell students to copy and complete the sentences on pieces of paper with their own likes and dislikes. Ask them to fold their papers, then put them into a small box. Have students take turns taking a piece of paper out of the box and reading the information on it for the members of the group to say who it belongs to.

## Achievements

Write sentences. Organize sentences in to a sequence. Identify words used to link ideas. Use language to exchange common interests.

### Opening

We recommend that you go to the Just For Fun section of the Game Bank on page x and play *Ten Things* using leisure activities. The first student to write ten words wins.

### Development

**1** Read the profiles from a social network. Then discuss the questions with a classmate.

Consider asking students how many of them are active members of a social network and ask why they decided to become members: *Which social network are you a member of? What do you like about it? How would your life be different if you weren't a member?*

Elicit what a profile is: *Your personal information you post on a social network.* Invite students to read each profile in pairs and answer the questions. Have some volunteers share their answers with the class.

**2** Underline the words in the profiles using the color code.

Consider reading the rules for linking words and elicit an example of a sentence from the texts that includes one. Then ask students to underline the linking words in the profiles using the color code.

**3** Write your own profile for a social network. Include the information about the preferences you wrote on page 79. Use the profiles from Activity 1 as a model.




Consider asking students if they have ever written their profile to enter a social network. Then invite them to write the profile they would like to share in a social network. Take this opportunity to monitor students and help them, if necessary.

**4** Discuss in pairs or small groups.

You may want to invite students to discuss the questions in pairs or small groups. Have some volunteers share their ideas with the class. Then ask them what they know about Internet safety. Invite students to visit <https://kidshealth.org/en/teens/internet-safety.html> to know more about online safety.

**1** Read the profiles from a social network. Then discuss the questions with a classmate.

**Profiles**

Profile	Profile	Profile
 <p><b>Olga Baskov</b> Female Russia 18</p> <p>My interests are... I like to... I don't like... I like to... I don't like... I like to... I don't like...</p>	 <p><b>Jean-Paul Authier</b> Male France 14</p> <p>I like to... I don't like... I like to... I don't like... I like to... I don't like...</p>	 <p><b>Ronata Abram</b> Female Peru 15</p> <p>I like to... I don't like... I like to... I don't like... I like to... I don't like...</p>

**2** Who would you write to? Why? **3** Copy the sentence that...

**4** Underline the words in the profiles using the color code.

**5** Write your own profile for a social network. Include the information about the preferences you wrote on page 79. Use the profiles from Activity 1 as a model.

**Likes and Dislikes**

1. What kind of information do you usually share on social networks?  
2. What kind of information do think you shouldn't share?

**Glossary**  
publish v. to produce a book, a magazine or music for sale

### Closing

Consider inviting students that are members of a social network to make screen shots of the home pages and display their profiles on the classroom walls. Encourage them to look for students with similar likes and dislikes.

### Reading Time

#### Nonfiction: Cotton Candy

We recommend that you invite students to read pages 73 to 76 in their Reader. Ask them to answer the questions in Task 2 and compare them with a classmate.

## Achievements

Recognize behavior adopted by speakers to clarify and confirm comprehension.

### Opening

We recommend that you say a letter of the alphabet and ask students to think of a word related to leisure activities beginning with that letter: *d – dancing, s – surfing, w – watching movies, l – listening to music, etc.*

### Development

**Label the picture using the words in the box.** It may be helpful to tell students to identify the sport in the picture. Ask: *Do you think it is a dangerous sport? Would you like to do it?* Give students time to label the picture. Tell students to compare their answers in pairs.

**Listen and circle T (true) or F (false).** Consider reading the statements with the class and clarify any doubts. Play Track 27 once and ask students to make notes. Play the track again and have them circle T or F. To check, ask different volunteers to read a statement each and say if it is true or false.

**Listen again and complete the expressions on the left. Then match each with its function.** We suggest that you play Track 27 again and have students complete the expressions used in the interview. Invite volunteers to read one each, paying attention to make sure they use the correct intonations for the questions: rising intonation for the inverted question, and falling intonation for the one that begins with a *Wh-* question word. Finally, ask students to match the expressions with their functions.

### Getting Ready for the Final Product

Go to the Collection of Evidence Template on page 158. First, do Activities 1 and 2 individually.

We recommend that you invite students to complete the activities. Monitor students and help if necessary. Make students aware that these activities will help them prepare for their final product.

**Interview the classmate you worked with on page 79. Write his or her answers in Activity 3 of the Collection of Evidence Template. This will help you prepare for the Final Product.**

We suggest that you divide students into pairs. Ask them to time themselves doing the activity. When they have finished ask them to think about the steps they followed to interview each other. Ask them to keep the collection of evidence template at hand because it can be useful for the creation of the final product.

Label the picture using the words in the box

kite surfer straps board



Listen and circle T (true) or F (false)

- |  |   |   |
|--|---|---|
| 1. Kite surfing is a sport for people who like water sports. | T | F |
| 2. The sport has more than one name.                         | T | F |
| 3. It started in Africa.                                     | T | F |
| 4. You need more than one piece of equipment to do it.       | T | F |
| 5. The board is connected to the kite.                       | T | F |
| 6. It is an easy sport to do.                                | T | F |

Listen again and complete the expressions on the left. Then match each with its function

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. How do you like kite surfing? | To ask for a preference or reaction   |
| 2. Now I ...                     | To indicate you have understood       |
| 3. What ... kite surfing?        | To make sure you understand correctly |
| 4. So, what do ... straps?       | To make sure you understand correctly |

Go to the Collection of Evidence Template on page 158. First, do Activities 1 and 2 individually.

Interview the classmate you worked with on page 79. Write his or her answers in Activity 3 of the Collection of Evidence Template. This will help you prepare for the Final Product.



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### Closing

Consider telling students that Ice hockey is the most popular sport in Canada. Ask them: *Do you ever watch or play ice hockey? What is the national sport in Mexico?*

## Achievements

Recognize speakers' and listeners' behavior that supports the construction of meaning.

### Opening

We suggest that you play *Find Someone Who...* using these phrases:

...went to a concert recently,

...bought a present last week,

...takes lessons before or after school.

See the instructions for this game on page T77 (*closing*).

### Development

#### Match the pictures with the topics.

Consider suggesting students to describe each picture and predict who the people are and what they are doing. Tell them to read the topics below the scenes and match them.

#### Listen and check. 28

We suggest that you play Track 28 for students to check their predictions. Encourage them to describe the three situations in more detail.

#### Listen again and number the situations accordingly.

Consider suggesting students to read the sentences and try to number them from memory. Then play Track 28 again and have them check their answers.

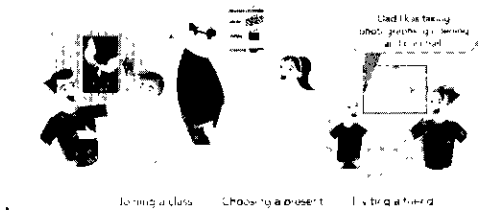
#### Complete the dialogues using the expressions in the box.

We recommend that you tell students to read the expressions in the box and look up the words in bold in the glossary. Then ask: *What expression do you use when somebody says something crazy? What do you say to someone when you want him or her to decide quickly? What do you say to someone when he or she tells you something that surprises you?* Tell students to read what each person says and decide on the best reply for each one. Have students compare their answers in pairs and act out the exchanges.

#### Write three dialogues using the expressions above.

It may be helpful to divide the class into pairs. Ask them to think about three situations where they can use. Ask them to write the three dialogues the expressions from Activity 2. Move around the classroom and supervise their work. Ask students to practice their dialogues aloud.

#### Match the pictures with the topics.



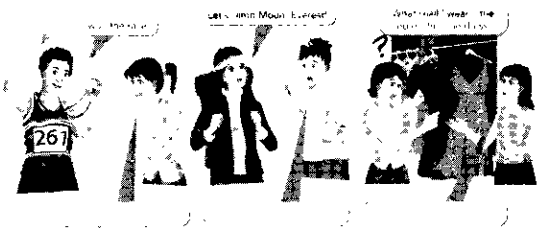
#### Listen and check. 28

##### Listen again and number the situations accordingly.

1. Somebody does not know what to do.
2. Someone does not believe his/her.
3. Someone thinks that another person is doing something stupid.

#### Complete the dialogues using the expressions in the box.

Make up your mind! Are you nuts? You're kidding!



#### Write three dialogues using the expressions above.

Role-play the dialogues in pairs.

#### Glossary

**to decide** to make a choice  
**to decide quickly** to make a choice in a short time  
**to make up your mind** to decide

#### Role-play the dialogues in pairs.

We recommend that you invite different pairs act out their dialogue for the class. Finally, ask students to keep a copy of their work in their portfolios.

### Closing

We recommend that you go to the Just For Fun section of the Game Bank on page x and play *Find It Fast!* using expressions from this unit.

## Achievements

Start a dialogue to express likes and dislikes about leisure activities. Practice asking and answering questions.

### Opening

It may be helpful to divide the class into pairs. Ask students to make a list of things people usually read: *newspapers, magazines, e-mail, novels, comics, specialized books, articles on the Internet*, etc. Find out which pair has the longest list.

### Development

#### Read the text and answer the questions.

Consider telling students to work in the same pairs as in the Opening activity. Have them read the text and answer the questions. Then ask: *What are the most popular activities among young people? What is the least popular activity? Do you agree with the information?*

#### Listen and say what the interviewees like reading.

We suggest that you explain to students that they are going to listen to another interview. This time it is about reading preferences. Play Track 29 and allow students time to identify who the interviewees are and what they like reading. We recommend checking the answers with the class.

Take this opportunity to focus students' attention on the beginning and ending of the interview. Remind them that this will be useful when they do their final product.

#### Follow the instructions and do the task.

Divide the class into groups of ten students. Go over the instructions. Explain that, first, each student in a group should interview a group member and record his/her answers. Then they should put all the answers together in order to obtain the final results and write them in the form of a chart. Supervise the activity and make sure they ask the questions correctly. Have different groups share their results with the class and write them on the board. Ask students to help you put all the information together and find out what the general results of the class are.

#### Go to Flight File 7 on page 132.

We recommend that you invite students to open their books to page 132. Divide the class into pairs and decide who is Student A and who is Student B. Tell students not to look at each other's picture. Ask them to take turns asking and answering questions in order to find out what Jake and Tom have in common. Check answers as a class and have volunteers share with the class what they asked while doing the activity.

**Read the text and answer the questions**

1. What kind of text is it? 2. What is it about?

**Listen and say what the interviewees like reading.**

Scott: Hello! My name's Scott Simpson from Day to Day News. I'm asking teenagers some questions to find out how much they read. Could you answer some questions?

Sue: Sure.

Scott: What's your name?

Sue: Sue Morrison and this is my friend, Anthony Myers.

Scott: OK. Let's start with you, Sue. Do you like to read?

Sue: Yes, I do.

Scott: Do you like novels?

Sue: Not really.

Scott: What do you like to read?

Sue: I like short stories.

Anthony: Do you like to read comics?

Sue: No, I don't.

Anthony: Thank you, Sue. Now it's your turn, Anthony. Do you like to read?

Anthony: Yes, I do. I love reading.

Scott: Do you like novels?

Anthony: Yes. I do. Lord of the Rings is my favorite.

Scott: What else do you like to read?

Anthony: I like short stories, too.

Scott: What about comics?

Anthony: I don't like them, too. I like to read everything, even the newspaper!

Scott: I'm glad you both say you like to read. Thank you for your time, guys.

**Follow the instructions and do the task**

1. In your notebook, make a list of ten of your classmates' names. Ask them questions similar to the ones in Activity 2 and look at the suggestions below. Keep a record of the answers.

2. Complete the sentences below with the results. Use as many types of reading as necessary. This activity will help you prepare for the final product.

out of 10 students like reading.

out of 10 students don't like reading.

students like to read fiction.

students like to read novels.

students like to read comics.

students like to read magazines.

students like to read the newspaper.

Go to Flight File 7 on page 132.

Unit 7 Leisure Time!

Make students aware that this activity will help them prepare for the final product.

### Closing

#### Reading Time Nonfiction: Cotton Candy

Consider asking questions about the part of the interview students have read so far: *What are the names of the band members? Who enjoys horseback riding? Why does Luke think playing video games is good?* Then ask students to read pages 77 to 80, look up the words in bold in the dictionary and do Task 3. Check answers as a class.




## Achievements

Question tags.

### Opening

It may be helpful to divide the class into pairs. Write *Computer Chats* on the board. Dictate these questions and have students write them in their notebook: *Do you chat on the computer? Who do you chat with? How often do you do it? What do you usually chat about?* Have them check the questions in pairs and correct spelling and punctuation. Then invite students to discuss the questions and share their ideas with the class.



### Development

 **Read the chat. Then correct the sentences below it in your notebook.**


Suggest to students that they read the chat and elicit the main idea. Explain that the sentences below the chat contain incorrect information. Tell students to correct the sentences in their notebooks.

 **Discuss in pairs or small groups.**


It may be helpful to divide the class into pairs and write these questions on the board: *What would you like to get a medal for? What do you have to do to get it?* Tell them to imagine they have a chance to win any medal they want. Have students be as creative as possible and come up with the most original ideas. Invite volunteers to share their ideas and vote on the most creative.

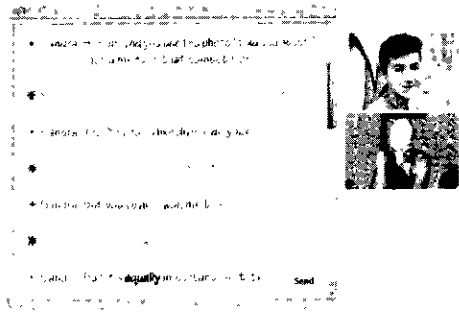
 **Listen and notice the intonation of the phrases in bold. Then mark the correct options in the sentences below.**  30

We suggest that you play Track 30 and ask students to pay attention to the part of each question that is in bold. Encourage volunteers to read the questions imitating the intonation. Then read the statements and elicit which option completes each statement correctly.


 **Work with your classmate from page 79. Ask him or her tag questions to confirm his or her preferences.**

You could ask students to get together with the classmate they worked with on page 79. Let them know that they need the sheet of paper where they wrote their classmate's preferences. Suggest that they check the information they have by asking tag questions, for example, *You don't like chicken, do you? You like fish, don't you?*



 **Read the chat. Then correct the sentences below it in your notebook.**



- Both teenagers are good at video.
- They both watch media at school every day.
- One media is more important than the other.


 **Discuss in pairs or small groups.**


- What would you like to get a medal for?
- What do you have to do to get it?

 **Listen and notice the intonation of the phrases in bold. Then mark the correct options in the sentences below.** 



- The speakers, to not know the answers to the questions, want to confirm information.
- Affirmative statements use affirmative negative question tags.
- Negative statements use affirmative negative question tags.
- Auxiliaries in question tags correspond to the tense of the statements.
- The intonation at the end of the question tags goes up/down. It's a real question.
- The intonation at the end of the question tags goes up/down. It's a question for confirmation.


 **Work with your classmate from page 79. Ask him or her tag questions to confirm his or her preferences.**

 **Read the text.**  
Open your Reader to page 80 and do the task.

**Glossary**

ask to confirm the same name

### Closing

 **Reading Time**  
**Nonfiction: Cotton Candy**

We suggest you form pairs. Invite students to open their Reader to page 80 and follow the instructions to prepare an interview. Have students interview each other and share what they learned about their classmate with the class.

## Achievements

Start a dialogue to express likes and dislikes about leisure activities. Structure questions about likes and dislikes. Carry out an interview.

### Opening

We suggest you form teams of five students. Tell them to imagine they will have an opportunity to interview their favorite music band. Allow five minutes to come up with as many questions as possible. Invite each group to read some of their questions for the rest of the class to guess the name of the band they would interview.

### Development

#### Cross out the things that are not related to interviewing a person.

It may be helpful to divide the class into pairs. Explain that the interviewer asks questions, and the interviewee responds. Then have students read the sentences and decide what you shouldn't do before and during an interview. Check answers as a class.

#### Complete the dialogue for starting an interview.

We suggest you explain that when you start an interview, it is always important to introduce yourself and explain to the interviewee what the interview is about. Ask students to read the example in the book and complete it using the words in the box. Have a volunteer read the text for the class to check their answers. This is a good time to ask students to think about how they want to start their interview in the Final Product.

#### Use the cues to form questions about the leisure activities in the pictures.

We recommend that you invite students to say what leisure activity each picture represents. Then ask them to work individually to form the questions using the cues. Do the first one together: *Do you like to read?*

#### In your notebook, write your own answers to the questions above.

You could tell students to imagine they are being interviewed and to answer the questions. Encourage them to provide extra information whenever possible. Give an example with the first question: *Yes, I love reading. I usually read on weekends.* Tell students to compare their answers in pairs. Have volunteers ask and answer the questions for the class.

#### **Pronunciation Stop** 31

It may be helpful to focus students' attention to the four examples in the box. Go through them explaining how intonation works in each case. Ask students to give you some examples from each case. Clarify any doubts students may have before doing the

#### Cross out the things that are not related to interviewing a person

Start the question

#### Complete the dialogue for starting an interview.

doing some questions name's leisure activities

#### Use the cues to form questions about the leisure activities in the pictures

1. like read
2. favorite books
3. play sports
4. sports which I like
5. like listening
6. what other leisure activities like

In your notebook, write your own answers to the questions above

When you practice reading questions aloud, make sure you use the right intonation patterns: falling intonation ↓ and rising intonation ↑

This pizza isn't very good, is it? ↓

I know the answer

This pizza isn't very good, is it? ↑

I don't know the answer

Are you coming to my party? ↑

Yes! No question

Where do you live? ↓

Wh question

Listen to the questions and circle ↑ or ↓

1. ↑ ↓
2. ↑ ↓
3. ↑ ↓
4. ↑ ↓

Go to the Mind Map on page 146. First, choose a topic for the interview. Then write the questions about the interview. Next, write the answers.

#### Glossary

Unit 7 Leisure Time

Unit 7 Leisure Time

Unit 7 Leisure Time

Unit 7 Leisure Time

activity. Play Track 31 and have students listen to the questions. Have them circle the correct arrows. Play Track 31 again. Check answers with the class.

#### Getting Ready for the Final Product

You could ask students to go to the Mind Map on page 146 and choose a topic for their interview. Then have them fill in the details of the interview and write the questions they would like to ask during the interview. We recommend allowing them enough time to do it and help them, if necessary.

### Closing

We recommend that you go to the Just For Fun section of the Game Bank on page x and play Find It Fast! using expressions from this unit.

## Achievements

Formulate questions about likes and dislikes. Practice asking and answering questions. Carry out an interview.

### Landing!

#### Getting Ready for the Final Product

Consider asking students to work with the classmate they have been working throughout the unit. Remind them to take out their Mind Map with the questions for their interview. Have students practice the interview. Draw students' attention to the information in the Tip box and encourage them to use it when practicing the interview.

#### Carrying out an interview

You can invite students to interview their classmates. If possible, let them record themselves so that they can review their performance and give constructive feedback to each other.

#### Teacher's Tip

Consider reminding students that they should be respectful during the interview and pay attention to the interviewee.

#### TIC link

Watch this video with useful tips that you can use when carrying out an interview.

<https://www.youtube.com/watch?v=y4O5szBzIA0>

Use the tips to carry out the interview of the Final Product. If possible, record the interviews. In small groups, watch the interviews and give each other feedback.

#### Reflection

At the end of the unit, we recommend that you read the statements in the reflection box aloud and explain any unknown words. Ask students to mark ✓ if they agree with the statement or ✗ if they didn't.

#### Self-evaluation

Suggest to students that they look at the statements and mark them individually in order to reflect on their learning, progress and performance. Divide the class into pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on those aspects they did not feel confident about, such as going over the specific lessons where those aspects are dealt with again, or asking you for help.

## Landing!

### Getting Ready for the Final Product

Work with your classmate from page 84. Take out the Mind Map from page 146 with the questions to interview your classmate.

1. Take turns interviewing each other.
2. If possible, record the interview on a telephone. Give your classmate feedback on his or her pronunciation and intonation.

- Be respectful during the interview.
- Listen actively and engage with your classmate's answers. If necessary, ask follow-up questions to show interest. At the end of the interview, remember to thank the interviewee for his/her time.

#### Complete (✓) or (✗) the reflection and self-evaluation charts

- I enjoyed interviewing my classmates and being interviewed.
- I was tolerant of other students' likes and dislikes.
- I felt confident in discussions and interviews.

#### I can...

- have a conversation about likes and dislikes.
- ask questions using the right intonation.
- carry out interviews.

Watch the video with useful tips that you can use when carrying out an interview.

Use the tips to carry out the interview of the Final Product if possible. If possible, record the interviews. In small groups, watch the interviews and give each other feedback.

Extract from pages 86-87

### Evaluation Instrument

Consider choosing a number of students you would like to evaluate this month. Make one photocopy of the Evaluation Instrument on page T87b per student. Complete the templates according to each student's performance and keep them as evidence of their progress.

We recommend that you use Assessment 7 on page T130.

**Time for the Term 2 Assessment!**  
Go to page T137.

## Leisure Activities

**1** Choose four different leisure activities discussed so far in this unit and complete the chart below.

Activity 1 _____ What I like:  What I dislike:	Activity 2 _____ What I like:  What I dislike:
Activity 3 _____ What I like:  What I dislike:	Activity 4 _____ What I like:  What I dislike:

**2** Write four questions to find out how a classmate feels about each of the activities in the chart.

1. _____
2. _____
3. _____
4. _____

**3** Interview your classmate and write his or her answers.

1. _____
2. _____
3. _____
4. _____

# Evaluation Instrument

Name: \_\_\_\_\_

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

## Evaluation Rubric

	SCORE
understand general ideas expressed in dialogues.	
include details to support a main idea.	
recognize types of sentences used to express likes and dislikes.	
use appropriate intonation when asking questions.	
use connectors and question tags correctly.	
follow steps to prepare an interview.	
<b>TOTAL SCORE</b>	

### EVALUATION CODE

- 5 - The student can do it easily and correctly.**
- 4 - The student has only minor difficulties.**
- 3 - The student has noticeable difficulties.**
- 2 - The student has great difficulty.**
- 1 - The student is unable to do it.**

**NOTE:** If the student has a score of under 18 points advise him/her to go over the aspects on which he/she scored the lowest.



## Unit 8 Comics



### LITERARY AND LUDIC

#### Fasten Your Seatbelt

In this unit, students will...

- read comic strips in English and interpret their content.
- understand the ideas and beliefs expressed in them.
- exchange opinions about the contents and cultural expressions in comic strips.

#### Curricular Objectives

- (A) Understanding oneself and others.
- (B) Read comics to discuss cultural expressions.

#### Landing!

Having a discussion  
Reflection  
Self-evaluation

#### Assessment Tools

Collection of Evidence Template p. T99a  
Evaluation instrument: Self-evaluation and Peer-evaluation Card p. T99b  
Assessment 8 p. T131

### Mindful Activity 8. Mindful Self-Control

#### Our Goal:

What is self-control? How important is it for us to achieve it?

Self-control is the ability of a human being to control immediate urges and impulses. There is a high correlation between self-control and success. People who develop skills to control urges and impulses are goal achievers and are able to fulfill their plans for the future. They avoid addictive behaviors and are, in general, happier.

It is important to talk to students about self-control and help them understand how beneficial it is for their lives to develop this skill. Young people nowadays are surrounded by temptations: unhealthy food, cigarettes, alcohol and even drugs. Most of the time they know these things are bad for them, but they just cannot avoid the temptation. Let's invite them (and ourselves) to practice self-control!

#### Instructions:

1. Consider saying: *In two weeks, I am going to give each one of you either an apple or a chocolate bar. Please raise your hand to tell me what you choose. Count hands and write down the results.*
2. After you have done it, say: *Actually, I have apples and chocolate bars in the (teacher's room). I can give one to you now. Do you still want what you said or did you change your mind?*
3. We suggest you compare the results with the actual study that showed that two out of three people change their minds and choose the unhealthy snack. The urge to have chocolate is so strong that keeping to the "good plan" is no longer attractive. Apologize to students for the trick you played on them, but explain it was important to show the results of the *delayed gratification* test.
4. You may want to tell students about a different study that was done in the late 60's at Stanford University. It was

called the Marshmallow Test and the subjects were 5-year-old children. The children were left in a room with a chair, a table and one marshmallow. They were promised an additional marshmallow if they waited for 15 minutes without eating the one they had on their table.

5. Consider asking: *Imagine you are 5 years old and you're left alone in a room with a marshmallow. What would you do? Give them time to answer.*
6. Consider explaining that two of three children managed to wait and got the second marshmallow as well. Years later, the kids who participated in the research were contacted and those who waited were doing much better than those who couldn't wait. They were successful, had better jobs, did not use drugs and had meaningful relationships.
7. You may want to ask: *Why do you think there was a difference? Why were those who could wait doing better? Let them discuss.*
8. You may want to explain: that people who were doing better were able to control their urges and impulses. They had the self-control skill needed to finish any task, to think about the whole picture before acting and to say *no* to all those things that may have distracted them.
9. We suggest you invite students to watch the Marshmallow Test video at home: [https://youtu.be/QX\\_oy9614HQ](https://youtu.be/QX_oy9614HQ). While they are watching it, invite them to think about the temptations they face every day and which ones are difficult to control. Encourage them to write them down in a notebook and write a strategy for self-control.
10. Don't ask them to share their notes with anyone. Explain that this is a goal for them to achieve on their own.



# Comics

## Achievements

Activate previous knowledge. Identify topic.

### Fasten Your Seatbelt

Consider discussing with students the objectives planned for this unit. Talk about the things they will explore, learn and reinforce. Go through the achievements listed in the *Fasten Your Seatbelt* box and explain them in a way that is clear for students to understand.

Have students look at the panels from different comic strips and elicit what they have in common: *words that represent sounds*. Ask some volunteers to come up with the meaning of each sound.

Then explain that the project for this unit will be to hold a discussion and exchange opinions about some comics strips. Encourage students to say what famous comic strip series they know and which are their favorites.

**P Poster Activity:** You can use an activity from page xi to work with Poster 8.

### Teacher's Tip

#### Colloquial Language

You may want to explain to students that by reading comics they will be able to learn colloquial language (informal spoken language) as opposed to more formal language usually included in other types of literary works. Tell them that they can make a list of the expressions they find in the comics to discuss at the end of the unit.

#### Value Respecting others' opinions

During this unit students will have plenty of opportunities to express opinions and agree or disagree with those of their classmates. It is worth telling students about the importance of being respectful of their classmates' points of view, especially when they are different from their own.



### Reading Time

#### Fiction: The Magic Pearl

*The Magic Pearl* is a comic strip that looks at how hard work, positive attitude and good deeds, like sharing, usually pay off. It also refers to a Chinese legend of how a river was formed. To begin working with the story, we suggest you go to page 82 of the Reader and invite students to do the Pre-reading activity in pairs. Encourage them to look at the scenes carefully, observe as many details as they can, but ask students not to read at this point. Have volunteers share their ideas, but don't confirm them yet.

## Achievements

Identify topic, purpose and intended audience.

### Opening

We suggest you go to the Activate Your Brain section of the Game Bank on page x and do the *Foot Flexing* activity.

### Development

**1** Label each comic using the words in the box. Consider drawing students' attention to scenes from the comic strips and encourage them to say who might read each one of them. Elicit any other information they can deduce from the pictures. Explain that *OMG* is a common exclamation, *Oh my God!* Then read the names of comic genres in the box and have students label the pictures using the appropriate genre.

**2** Work with a classmate. Read and discuss the characteristics of each genre. Add other characteristics.

We recommend that you read the sentences aloud and make sure students understand what they mean. Explain the meaning of *creepy*: frightening. Have students work in pairs to decide what genre the characteristics refer to and think of other typical characteristics of these genres: *superheroes* - usually wear special clothes and use sophisticated gadgets; *horror* - usually deal with the afterdeath; *real life* - readers can identify themselves with the characters; *humor* - sometimes the characters are animals, etc.

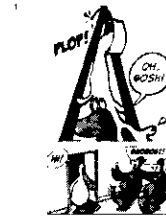
**3** Discuss the questions as a class.

You may want to read each question and invite students to express their opinions. Explain that in order to have a successful class discussion it is important to be a good listener, respect speaking turns and be polite when disagreeing with others. Take notes of language problems during the discussion and give feedback at the end of the activity and suggest ways of improving.

## Take Off

**1** Label each comic using the words in the box.

Superheroes Horror Humor Real Life



**2** Work with a classmate. Read and discuss the characteristics of each genre. Add other characteristics.

1. It has creepy illustrations.
2. It makes you laugh.
3. It has characters with superpowers.
4. It's about everyday events.

**3** Discuss the questions as a class.

1. Why do you think people read comics?
2. Which famous comic strips do you know?
3. Which genre is the most appropriate for children and teens?

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### Closing

We suggest you do the mindfulness practice with your students. This activity deals with managing self-control, a skill we all need in order to be successful and happy. Go to page T88a and have students follow your instructions.



## In Flight!

### Achievements

Recognize graphic and contextual components.  
Recognize behavior and values expressed in texts and comic panels.

### Opening

We suggest you go to the Just for Fun section of the Game Bank on page x and play *Hangman* using names of comic genres.

### Development

#### Getting Ready for the Final Product

This is a good time to explain to students that the Final Product of the unit is to carry out a discussion about topics. Maybe you could ask them if they like reading comics or not.

**1** Label the parts of the comic strip using the words in the box. Then discuss the questions below. Consider asking students to look at the comic strip and say who the characters are and what the main idea is. Ask: *Who is naughty? Why? Is it correct to laugh when you see someone falling down?* Next, read the words in the box and have students notice that they are all cognates. Elicit the words in Spanish. Then have students label the parts of the comic strip. Finally, invite students to discuss the questions as a class.

**2** Read and order the scenes individually. Suggest to students that they look at the three scenes and try to figure out what is happening. Then have them read the texts. If they have trouble ordering the scenes, ask: *Who are the main characters? What emotions do all characters show? Why is the gray squirrel angry?* Ask volunteers to read the scenes in order to check.

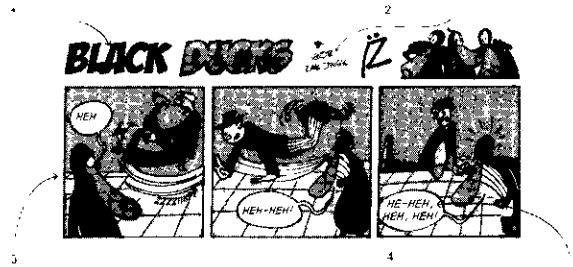
**3** Discuss the questions with a classmate and draw the last scene of the comic strip. You may want to ask students to work in pairs. Have students read the questions, discuss possible answers and make notes. Encourage pairs to join other pairs and share their answers in small groups. Finally, discuss how good or bad putting the blame on somebody else is and what the consequences of doing so may be. Then encourage them to illustrate the last scene according to the prediction they made in Activity 2.

## In Flight

13. You will read the comic strip and discuss it. In this activity, you will participate in a discussion about some topics of comic strips. In order to participate in this activity, you need to identify the important information. Do Activity 1 to start with this idea.

**1** Label the parts of the comic strip using the words in the box. Then discuss the questions below.

text title author images



1. What genre is the comic strip? 2. How do you know?

**2** Read and order the scenes individually.



**3** Discuss the questions with a classmate and draw the last scene of the comic strip.

1. Pete was very generous?
2. Do you think Bob is derisive when he was tricked?
3. Do you agree with Pete's behavior? Why? Why not?

Read pages 82 to 84 in the Reader and do the task.

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#### Glossary

derisive, generous, small, loud, foot

### Closing

We recommend that students work in small groups. Tell them to take turns showing and describing the scenes to their classmates. Vote on the best scene.

#### Reading Time

##### Fiction: The Magic Pearl

We suggest you invite students to read pages 82 to 84 in their Reader. Encourage them to look up the words in bold in the glossary. Tell them to notice that some texts are written in rectangular boxes and some in bubbles. Elicit why this might be. Accept all ideas. Finally, ask students to do Task 1.

## Achievements

Analyze the function of comic panels, speech bubbles, onomatopoeia. Use different comprehension strategies (e.g., asking questions about the content of the text, anticipating what follows, identifying explicit and implicit information, etc).

### Opening

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Ten Things* of what they like or don't like about comics.

### Development

#### 1 Match the comic scenes with their components.

We recommend that you allow a couple of minutes for students to look at the scenes on the left and deduce what is happening. Next, ask: *Why do you think the man did not open the door sooner?* Then have students read the texts on the right and match each with the scenes. Encourage them to read the answers out loud using the correct pronunciation, intonation and volume to produce the desired effect.

#### 2 Complete the text about the comic strip using the words in the box.

We suggest you ask students to work individually and complete the text. Remind them to look at the glossary at the bottom of the page to check unfamiliar vocabulary. Once students have finished, have some of them read one sentence each. Check and correct pronunciation when necessary.

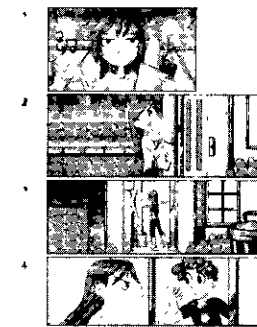
#### Getting Ready for the Final Product

We recommend reminding students that in this unit they will participate in a discussion about a comic strip. In order to do this, they may find the phrases useful when talking to each other.

#### 2 Work in small groups and discuss the questions about the comic strip in Activity 1. Use the phrases to talk about your likes and dislikes.

Suggest to students that they work in small groups and discuss the questions. Monitor the activity and help students with vocabulary if necessary. At the end invite students to share their experiences with the class. You may want to make students aware that this activity will help them prepare for the Final Product.

#### 1 Match the comic scenes with their components.



#### 2 Complete the text about the comic strip using the words in the box.

Yesterday, when Dorothy arrived home it was 11 o'clock. She rang the doorbell but Henry **didn't** **hear** it. She rang it again but he **didn't** **open** the door. She got angry and started to **bang** on the door. Henry **didn't** **open** the door and she **kept** **going** and **kept** **going** to the door. When he opened it, he was surprised to see his wife **soaking**.

Remember that in this unit you will participate in a discussion about a comic strip. You can talk about what you like or dislike. Here are some useful phrases:

#### 2 Work in small groups and discuss the questions about the comic strip in Activity 1. Use the phrases to talk about your likes and dislikes.

1. How would you describe the character's...?
2. What did you do?
3. How do you usually react when...?
4. Did you like the comic strip? Why/Why not?

**Glossary**

to soak (v) to become wet  
to soak (v) to become wet  
to soak (v) to become wet  
to soak (v) to become wet  
to soak (v) to become wet  
to soak (v) to become wet

Unit 8 Comics

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### Closing

We suggest you go to the Vocabulary Games section of the Game Bank on page ix and play *Crossword* using the phrase *comic strip*.



## Achievements

Activate previous knowledge. Recognize behavior and values expressed in texts and images. Compare own ideas and beliefs with those represented in comic strips. Recognize ideas and take a stand. Value cultural diversity.

### Opening

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Find It Fast!* using parts of the comic.

### Development

**Answer the questions in small groups. Then listen and check your answers.** 33

You may want to read the three questions with the class and invite students to discuss the answers in small groups. Have some volunteers share their own or their group's ideas with the class. Accept all answers. We suggest that you play Track 33 once and invite volunteers to retell the information using their words. Write on the board: *leader, civil rights, justice, non-violence, salt*. Elicit the meaning of the words. Then play Track 33 one more time so that students can compare the information with their answers.

**Read the comic strip and underline the option that best defines its conflict.**

We recommend that you give students time to read the comic silently. Then ask them to read the two options and discuss them in pairs. Check answers as a class and ask students to give reasons for their choice.

**Read the statements below. Say if you agree or disagree with them and give reasons for your answers.**

You may want to organize students in small groups. Review some of the expressions that can be used when giving opinions, or when agreeing or disagreeing, and write them on the board: *I think that ..., In my opinion ..., That's what I think. I don't think so. Why do you say that? Then have students read the statements and discuss which one they agree with.* While students are working, monitor the activity and encourage them to use the expressions on the board. Finally, invite groups to share their conclusions with the rest of the class.

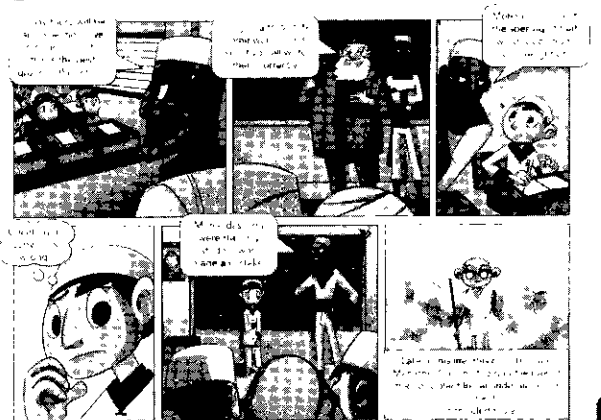
### Getting Ready for the Final Product

Consider asking students to work with a classmate. Then ask them to go back to the Mind Map on page 147 and fill in another section about the comic strip from Activity 2.

**Answer the questions in small groups. Then listen and check your answers.**

1. Who was Mahatma Gandhi? 2. What did he do? 3. What did he want?

**Read the comic strip and underline the option that best defines its conflict.**



1. The character in the story had to choose between following Gandhi's example and following a more traditional way of doing things. He decided to follow Gandhi's example because he had heard that he had been successful in his own country.

**Read the statements below. Say if you agree or disagree with them and give reasons for your answers.**

1. Mahatma Gandhi was a very important person in the history of India.
2. Mahatma Gandhi was a very important person in the history of India.

Write with a partner to complete the task on page 147. Use the information about Gandhi from this page.

Read pages 85 to 89 of the comic strip and do the task.

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### Closing

We suggest that you play the game *Correcting Mistakes* from the Language Games section of the Game Bank on page ix to review the expressions for giving opinions, agreeing and disagreeing.

### Reading Time

#### Fiction: The Magic Pearl

We suggest you invite students to retell the story of the boy so far. Then have them read pages 85 to 89 and look up the words in bold in the glossary. Next, ask students to do Task 2. Explain that they should use their imagination to write what will happen next. Invite some volunteers to share their predictions.

## Achievements

Recognize ideas and take a stand. Question stands based on common sense opinions (e.g., *Why do you say that? Really? Don't you think that...?, etc.*). Defend own ideas with arguments based on evidence (e.g., *facts, examples and data*).

### Opening

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play *Foot Flexing*.

### Development

**1** In small groups, discuss the advantages and disadvantages of buying things in a garage sale. You may want to ask students to read the questions and discuss them in small groups. Encourage them to say what things garage sales usually have, what the advantages of buying in a garage sale are and if there are any disadvantages. Then invite groups to share their ideas with the rest of the class. Take this opportunity to correct language problems, to focus on pronunciation and to teach new vocabulary.

**2** Read the comic strip and talk about what happens with Andy and Ed.

Consider giving students time to read the comic strip and discuss in pairs the conflict in it. Invite pairs to share their ideas with the class. Encourage them to talk about the relationship between the two boys, and the feelings of the characters in the different scenes.

**3** In the same group, discuss if you agree or disagree with the statements.

We recommend that you read the statements and give students time to discuss them. Tell students to support their answers with reasons and/or examples. Help students with any language they might need while discussing. Finally, have students share their ideas with the class.

**4** Getting Ready for the Final Product

Consider drawing students' attention to the questions in bold in the comic strip. Ask students to read the statements that describe the function each of these questions has in the text. Elicit which question asks for someone's opinion: *Don't you think...* Do the same with the other two questions. Then say the questions for students to repeat paying attention to the falling intonation in questions beginning with a question word: *What do you think? Why do you say that?* and the rising intonation in questions that begin with an auxiliary verb: *Don't you think I'm a good friend?* Finally, it is advisable to let students know that the previous questions are useful to keep the conversation going. They may want to use them when doing the Final Product.

**1** In small groups, discuss the advantages and disadvantages of buying things in a garage sale.

**2** Read the comic strip and talk about what happens with Andy and Ed.



**3** In the same group, discuss if you agree or disagree with the statements.

1. Andy and Ed are not really friends, but they are friends.
  2. It was Andy's fault that Ed saw that he was not a friend.
  3. It is lucky that Andy did not know Ed's name.
  4. It is not a good idea to buy things at a garage sale.
- Remember that you are part of the class and you should always be ready to give a good conversation partner a good question. The comic strip has a few questions.
1. To ask for someone's opinion.
  2. To know why someone is saying something.
  3. To know if the other person agrees or not.
- Now work with the statements again and discuss if you agree or disagree with them. Complete both of the comic strip on this page.

Please invite students to work with their classmates again on the Mind Map on page 147 and complete another section with information about the comic strip from Activity 1.

### Closing

We suggest you go to the Language Game section of the Game Bank on page ix and play *Disappearing Text* using texts from the comic strip.

## Achievements

Express points of view and acknowledge the interlocutor's answers (e.g., *That's what I think. What about you? / We'd love to have your opinion, etc.*). Identify textual organization.


### Opening

We suggest you go to the Language Games section of the Game Bank on page ix and play *Scrambled Sentences* using the phrase *Good manners at the table*.

### Development

**1** Mark (✓) the actions you think show good manners.

Consider eliciting what the phrase *good manners* means: *polite social behavior*. Have students read the examples of different kinds of behavior and mark the ones that show good manners. Have them compare their answers in pairs.

**2** Listen to a teacher giving a class. In your notebook, write examples of good manners students mention.  34


We suggest that you play Track 34 once and then ask the following questions: *What is the class about? Do the students like the class topic? Can they provide good examples?* Next, play Track 34 again and ask students to write the examples of good manners mentioned in their notebooks. Finally, ask some students to read their examples aloud.

**3** Listen again and complete the teacher's words. These phrases will help you during your discussion in the Final Product.

You may want to play Track 34 one more time for students to complete the expressions. Check by asking them to read the expressions while you write them on the board. Then encourage students to say what the function of each is: 1. *To agree with someone* 2. *To ask for someone's opinion* 3. *To invite someone to participate*.

**4** Look at the comic strip and predict the missing dialogues.


We recommend that you form pairs and invite students to read the comic strip. Have them discuss what is happening and invite volunteers to share their ideas with the class. Then have each pair come up with ideas on how the texts could be completed.

Go to Flight File 8 on page 133 and do Activity 1. 

We recommend that you refer students to Activity 1 on page 133. Explain that the speech bubbles correspond to the missing texts in the comic strip. Ask students to cut them out and decide where each one goes.

**1** Mark (✓) the actions you think show good manners

- ignore people when you're angry  greet people  
 say goodbye  interrupt when someone's talking  finish the last of your plate  
 drink too much  spit


**2** Listen to a teacher giving a class. In your notebook, write examples of good manners students mention. 

**3** Listen again and complete the teacher's words. These phrases will help you during your discussion in the Final Product

1. That's what I \_\_\_\_\_
2. What \_\_\_\_\_? Can you give me an example?
3. Now, we'll \_\_\_\_\_

**4** Look at the comic strip and predict the missing dialogues.




Go to Flight File 8 on page 133 and do Activity 1. 

**1** Listen and check your answers. 

**2** Use the expressions in Activity 2 to discuss the questions below.

1. How useful is it to teach children good manners?
2. What else can you teach children good manners?

**3** Listen and check your answers.  35

We suggest that you play Track 35 and ask students to check their guesses and glue the speech bubbles onto the correct spaces. Finally, have a couple of volunteers read the parts of the father and the son aloud using the appropriate tones of voice and intonations.

**4** Use the expressions in Activity 2 to discuss the questions below.

Consider asking students to work in small groups. Have them discuss the question using the expressions from Activity 2. When the groups are ready, elicit some examples of good manners. Monitor the activity and help students when needed. To check answers, have the different groups take turns saying different examples without repeating anything the others have said. Count how many examples they can come up with.

### Closing

We suggest you go to the Just For Fun section of the Game Bank on page x and play *Ten Things* using good manners at school.


## Achievements

Defend own ideas with arguments based on evidence.  
Ask questions.


### Opening

We suggest you go to the Activate Your Brain section of the Game Bank on page x and play *Calf Pumps*.


### Development

 **Read the words and predict what the story is about.**


We recommend that you organize students in pairs. Have them read the words and come up with the plot for the story. Ask students to write notes and tell the class about their predictions.

 **Read the story and check your predictions.**


Consider asking students to read the story silently. Make sure they understand the following words and expressions: *hat stand*, *play a joke on...*, *put on*, *ashamed*, *took off*, *apologize*. Invite students to compare the story with their predictions and see whose prediction was more accurate.

**Go to Flight File 8 on page 133 and do Activity 2.** 


You may want to refer students to page 133. Form pairs and have students look at the comic strip panels that illustrate the story in Activity 1. Tell students to cut them out, put them in the right order and add textual components using the speech bubbles and onomatopoeia. Monitor students' work and provide help when necessary.

 **Exchange and compare your comic strip with other pairs.**

Suggest to students that they exchange comic strips with a different pair in order to compare and correct each other's work.

 **In small groups, discuss the questions.**

Suggest students to read and discuss the questions. Ask them to write notes about their conclusions to report back to their classmates.

**Getting Ready for the Final Product** 

Consider reminding students that they have read several comics with different messages. Invite them to complete the last section of their Mind Map with information about the comic on this page or the one on page 95.


 Read the words and predict what the story is about.


**angry**      **hat**      **joke**

 Read the story and check your predictions.

One day Mr. Adams arrived home and saw a new women's hat on the hat stand next to the stairs. He immediately thought, "Not another horrible new hat! Margie has been shopping again." He decided to play a joke on his wife, put the hat on and went into the living room. He was surprised to see his wife was having coffee with someone and said "Oh dear. Hello. I didn't know your friend was here."

When the woman saw Mr. Adams with her hat on she got really angry, took the hat off Mr. Adams's head and said, "I'm sorry. Please don't go." After her friend left Mrs. Adams got really angry with her husband. He tried to apologize and said "I thought it was your hat", but Mrs. Adams did not believe him.

Go to Flight File 8 on page 133 and do Activity 2. 

 Exchange and compare your comic strip with other pairs.

 In small groups, discuss the questions.

1. Do you ever play jokes on your friends or family members?
2. What kind of jokes do you think are appropriate or inappropriate?

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So far you have completed your Mind Map about a funny comic strip. Now complete the last part. Decide if you will write or draw about the comic on this page or the one on page 95.

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### Closing

Suggest to pairs that they write and act out a small conversation that would take place between Mr. and Mrs. Adams after the guest left.


## Achievements

Use examples to clarify any confusion.

### Opening

Consider asking students to work in pairs and make a list of famous superheroes/heroines and say which are their favorites.

### Development

 **Work individually. Choose a comic strip from this unit and write notes about it.**

Please ask students to choose a comic strip from the unit and complete the chart. We suggest you remind them about all the work they did on their Mind Maps about each comic. They can use them to decide which comic they want to focus on.

### Getting Ready for the Final Product

Consider asking students to go to the Collection of Evidence Template on page 159 and work in pairs to complete it. It is a good time to monitor students and help them, if necessary.


### Closing

We suggest you go to the Just for Fun section of the Game Bank on page x and play *Chinese Whispers* using words and expressions from the unit.

## Reading Time

### Fiction: The Magic Pearl

We recommend that you ask a volunteer to read his or her ideas about what is going to happen next in the story. Then have students read the ending of the story and compare it with their predictions. Invite them to do Task 3. Elicit three similarities and three differences between life in the village and in their own lives. To finish working with this legend, go to page 91 in the Reader and ask students to do the Post-reading activity. Have volunteers share their work with the class.

 **Work individually. Choose a comic strip from this unit and write notes about it.**

Topic

Characters' descriptions


Message or values included

Favorite scene

Personal opinion

1 2 3 4 5 6 7 8 9 10 11 12

Go to the Collection of Evidence Template on page 159. Work in pairs and complete the chart with your classmates' information about the comic strip. Then, the class will use your notes in Activity 1 to share what you write.

 **Read the text of the story on page 91 and do the task.**

Read the text of the story on page 91 and do the task.

Unit 8 Comics

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## Achievements

Express points of view and use appropriate language when having a discussion.

### Landing!

#### Getting Ready for the Final Product

Suggest to students that they should get together with the same classmate they worked with to complete the Collection of Evidence Template.

#### Having a discussion

Please ask pairs to join other pairs and form teams of four students. Advise them to use the information in their Collection of Evidence Templates and share the ideas or beliefs expressed in the comic strips they chose. Encourage them to use the expressions in the unit to keep the conversation going. You may want to tell them that they should be respectful about everyone's opinions.

#### Teacher's Tip

Consider asking students to be respectful with their classmates' opinions and beliefs.

#### TIC link

Go to this website and search for comics that include the word *manners* and see whether they reflect your own culture. <http://www.gocomics.com/>

#### Reflection

At the end of the unit, consider reading the statements in the reflection box aloud and explain any unknown words. Ask students to mark ✓ if they think they did what the statement says or ✗ if they didn't.

#### Self-evaluation

Suggest to students that they look at the statements and mark them individually in order to reflect on their learning, progress and performance.

Divide the class into pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on those aspects they did not feel confident about, such as going over the specific lesson where those aspects are dealt with again or asking you or their peers for help.

**Landing!**

**Getting Ready for the Final Product**

Get together with the same classmate you worked with to complete the Collection of Evidence Template.

**Having a discussion**

1. Work in teams of four students.
2. Use the information in the Collection of Evidence Templates and discuss the ideas or beliefs expressed in the comic strips you chose.
3. Use the questions and expressions in the unit to discuss.

TIP

- Remember that you have shared your own opinions and views. Respect your classmates' beliefs and keep a respectful dialogue.

**Complete (✓ or ✗) the reflection and self-evaluation charts**

**Reflection**

- I know the parts of comic strips.
- I enjoyed reading comic strips.
- I liked talking about different situations in the comic strips.

**Self-evaluation**

**I can...**

- read and understand comic strips in English.
- understand the ideas and beliefs expressed in comic strips.
- exchange opinions about the cultural expressions in comic strips.

Submit the completed unit reflection and self-evaluation charts to your teacher.

Extract from pages 98-99

#### Evaluation Instrument

You may want to give each student one copy of the Evaluation Instrument and explain that it is very important to evaluate your own performance and give their classmates constructive feedback. Tell students to be honest but kind when giving feedback. Then form pairs and tell students to do their evaluation first and then their classmate's. Monitor the activity and help as necessary.

We recommend that you use Assessment 8 on page T131.

## Chart

**1** Work with a classmate. Complete the chart with information your classmate tells you about the comic strip he / she chose.

---

### My classmate

---

Topic:

---

Characters' descriptions:

---

Message or values included:

---

Favorite scene:

---

Personal opinion:

---

**2** Now, get together with another pair of classmates. Use the information in the chart as a guide to tell other pairs about your discussion.

*We both think that...      I think that..., but my classmate...*

# Evaluation Instrument

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Self-evaluation and Peer-evaluation Card

 Use the questions to evaluate yourself.

Myself	My partner
Can I...	Can my classmate...
identify the topic in a comic strip? _____	identify the topic in a comic strip? _____
recognize behavior and values expressed in comic strip texts? _____	recognize behavior and values expressed in comic strip texts? _____
express my opinion about a comic strip? _____	express his/her opinion about a comic strip? _____
question others' points of view? _____	question others' points of view? _____
use language to agree or disagree with others' points of view? _____	use language to agree or disagree with others' points of view? _____

 Evaluate your classmate. Give reasons for your opinion. Then listen to how your classmate evaluates you.



# Unit 9 Linguistic Diversity



ACADEMIC AND EDUCATIONAL

## Fasten Your Seatbelt

In this unit students will...

- select information for a presentation.
- read and understand information.
- rehearse giving a presentation.
- give a presentation.

## Curricular Objectives

- (A) Exchanges associated with specific purposes.
- (B) Present information about linguistic diversity.

## Landing

Giving a presentation  
Reflection  
Self-evaluation

## Assessment Tools

Collection of Evidence Template p. T111a  
Evaluation Instrument: Descriptive Evaluation Scale p. T111b  
Assessment 9 p. T132

## Mindful Activity 9. Mindful Movements

**Materials:** Before class prepare a strip of paper for each team, each with a drawing of one of the routines to follow. See the model drawings.

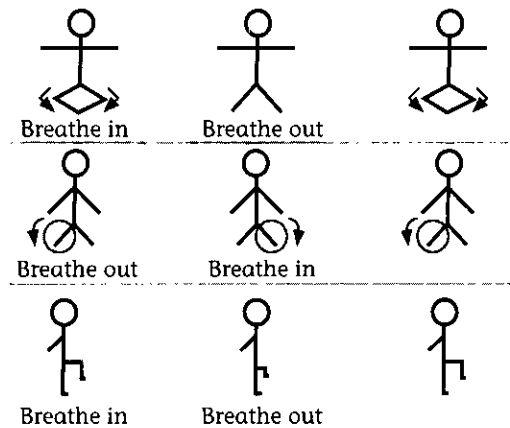
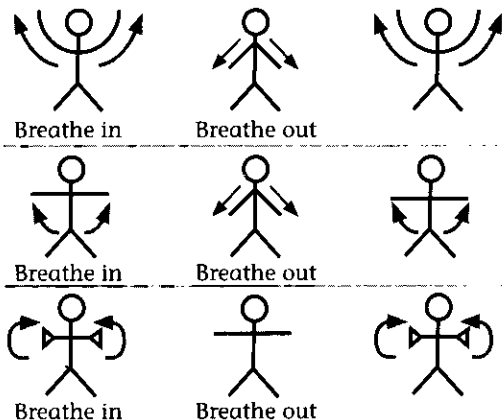
### Our Goal:

There are many ways to practice mindfulness with teenage students. Movement is a great way to practice, and it has the added benefit of being easy to memorize.

You have been practicing concentrating and calming down while sitting still, so it might seem strange at first to practice concentration and calming down with movement. Some students may feel it is embarrassing or stupid. Don't force anyone to do the practice, but offer encouragement.

You may want to try the activity yourself before teaching it. Then you will understand the speed you need to move in order to feel both calm and focused.

Soon you will discover that paying attention to movement and synchronizing it with breath is grounding and calming. This activity can also teach students more about their bodies and how to pay attention to them, which is important in the process of learning emotional regulation.



### Instructions:

1. Consider telling students they will practice mindful breathing while moving. Get them to stand up, close their eyes and breathe in deeply through their nose and breathe out through their mouth.
2. After a minute, tell students to get into five teams. Explain that they will get a routine of movements that they will have to do for 10 minutes. Hand out a strip of paper to each team.
3. We recommend you model one of the sequences for them. Invite them to watch you and just breathe with you. Set a breathing pace and challenge them to keep the same pace.
4. You may want to ask each team to find a space to do their routine. Ideally, you should do it outside. When they are ready, give them a few minutes to practice the movements and the breathing.
5. When teams have practiced, clap to get them started. Walk around to make sure they are all in sync with their movements and breathing. Challenge each team to remember to focus on their bodies and breathing at all times.
6. After they finish, ask students to share what the experience was like for them. Praise their observations.

# Linguistic Diversity

## Achievements

Activate previous knowledge.

### Fasten Your Seatbelt

You may want to discuss with students the objectives planned for this unit. Talk about the things they will explore, learn and reinforce. Go through the achievements listed in the *Fasten Your Seatbelt* box and explain them in a way that is easy for students to understand.

We recommend that you invite volunteers to tell you what they think *Linguistic Diversity* means. Encourage them to say what language they would like to learn. Next, have students look at the photos and say where the students are and what they might be doing. Elicit the word *presentation* and *information*. Explain that some pictures illustrate tools they can use to search for information. Elicit other means to find data or facts about languages, such as newspapers, online encyclopedias and books, among others.

Consider explaining that the specific project for this unit will be giving a presentation about a topic of their choice. Invite volunteers to share their experiences giving presentations on other subjects.

**P Poster activity:** You can use an activity from page xi to work with Poster 9.

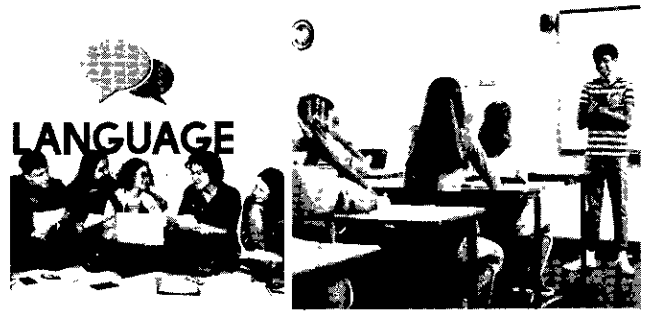
### Teacher's Tip



### Writing Process

Writing is not an easy skill for students to master. It is important to guide them at the beginning, and let them do some writing in teams. First, we suggest you brainstorm the ideas to be included with the whole class. Then tell students to organize the ideas in a logical order: opening, beginning and ending. Next, elicit which verb tense they will be using in each part. Invite them to form teams and begin writing. When they have finished, make sure they edit their work. You can help them as needed. Finally, have them write a clean copy including all the corrections.

## UNIT 9 ACADEMIC AND EDUCATIONAL Linguistic Diversity



In this unit, we will

- select information for a presentation
- read and understand information
- research a topic in presentation
- give a presentation

Unit 9  
Mindful Movements  
Application: The Most Spoken Language in the World

100

### Value Becoming independent



Whenever you ask students to do a new task, it is important to offer them different options on how to do it. We suggest you explain that working on their own and making their own decisions can help them become more independent. They can discover new ways of learning, and they can share them with their classmates.


## Achievements

Identify sources of information. Define criteria to select sources of information.


### Opening

We recommend that you go to the Just For Fun section of the Game Bank on page x and play *Ten Things* related to English.


### Development

 **Look at the pictures and underline the correct options.**

You may want to refer students to the picture of the boy and elicit what he is doing and what tools he's using, but do not confirm their answers yet. After that, ask them to read the statements and choose the correct options. Check answers as a class.

 **Write the number of the picture next to each term.**

Consider reading the names of the tools students might use while preparing their presentation. Explain the meaning if needed. Then ask students to write the number of the picture from the previous activity next to each term.

 **In pairs, discuss which of the tools above you can use in each case.**

We suggest you divide the class into pairs. Invite students to read the different needs students might have when preparing a presentation. Have them decide which of the tools in Activity 1 would be the most useful in each case. Explain that their opinions may vary. Finally, elicit ideas from volunteers and ask them to justify their answers.

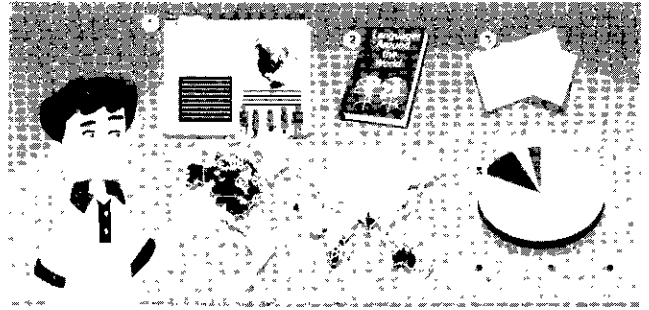
### Getting Ready for the Final Product


We suggest you divide the class into pairs or small groups. You could explain that students have to start preparing a presentation and have them read and discuss the questions. We recommend that you monitor the activity in case they need help. You could explain students that they they will work with the same classmates during the preparation for the final product and their presentation.

## Take Off


 **Look at the pictures and underline the correct options.**

1. The speaker is making a video presentation.
2. The speaker is preparing a video presentation.



 **Write the number of the picture next to each term.**

1.  video 2.  text 3.  audio 4.  presentation

 **In pairs, discuss which of the tools above you can use in each case.**

1. To show graphs of a chart, use a bar chart, a line graph, a pie chart, a table, a video, a text, a presentation, a document, a smartphone, a tablet, a laptop, a globe, a microphone, a person speaking.
2. To show graphs of a chart, use a bar chart, a line graph, a pie chart, a table, a video, a text, a presentation, a document, a smartphone, a tablet, a laptop, a globe, a microphone, a person speaking.
3. To show graphs of a chart, use a bar chart, a line graph, a pie chart, a table, a video, a text, a presentation, a document, a smartphone, a tablet, a laptop, a globe, a microphone, a person speaking.
4. To show graphs of a chart, use a bar chart, a line graph, a pie chart, a table, a video, a text, a presentation, a document, a smartphone, a tablet, a laptop, a globe, a microphone, a person speaking.
5. To show graphs of a chart, use a bar chart, a line graph, a pie chart, a table, a video, a text, a presentation, a document, a smartphone, a tablet, a laptop, a globe, a microphone, a person speaking.
6. To show graphs of a chart, use a bar chart, a line graph, a pie chart, a table, a video, a text, a presentation, a document, a smartphone, a tablet, a laptop, a globe, a microphone, a person speaking.
7. To show graphs of a chart, use a bar chart, a line graph, a pie chart, a table, a video, a text, a presentation, a document, a smartphone, a tablet, a laptop, a globe, a microphone, a person speaking.
8. To show graphs of a chart, use a bar chart, a line graph, a pie chart, a table, a video, a text, a presentation, a document, a smartphone, a tablet, a laptop, a globe, a microphone, a person speaking.
9. To show graphs of a chart, use a bar chart, a line graph, a pie chart, a table, a video, a text, a presentation, a document, a smartphone, a tablet, a laptop, a globe, a microphone, a person speaking.
10. To show graphs of a chart, use a bar chart, a line graph, a pie chart, a table, a video, a text, a presentation, a document, a smartphone, a tablet, a laptop, a globe, a microphone, a person speaking.

Unit 9 English Level 101

## Closing

### Reading Time

#### Nonfiction: The Most Spoken Language in the World

This reading is about the Chinese language. It gives an overview about the language and includes interesting and fun sections with Chinese word jokes, famous Chinese quotations, reasons for learning Chinese and fun facts about the language. To begin, we suggest you do the Pre-reading activity on page 93 in their Reader together.

## Achievements

Evaluate the function of text components. Locate information that helps in responding to questions.

## Opening

Consider dividing the class into three teams. Tell students that you will draw a presentation tool, line by line, and they will have to guess what it is. The first team to recognize the object should call out its name. If they are correct, they earn a point. The team with the most points at the end of the activity is the winner.

## Development

**1** Number the parts of the text according to the definitions.

You may want to ask students to look at the picture for 15 seconds. Then ask them to close their books and say what they can remember from the page. Next, have them look at the page again and elicit what the picture shows: *a webpage, a book, a magazine, etc.* Have different volunteers read a definition each and identify the section of the picture that it refers to. Students write the corresponding number in the boxes. To check, read some text from each section for them to say the corresponding word: *diversity, handful, statistics - glossary.*

**2** Read the text and complete the graph with the missing information.

We suggest you invite students to look at the *Languages in the World* graph and identify what information is missing: *number of languages in Europe and Asia and names of two continents.* Have them read the text and find the missing information. When they are ready, they should draw the missing lines in the graph. To check, elicit some numbers: *How many languages are there in Asia?* If time allows, you can draw the graph on the board and invite volunteers to complete it.

**3** Answer the questions in your notebook.

Suggest that a volunteer reads the first question. Elicit an answer and the part of the text where he or she found it: *Linguistic Diversity - Linguistic Diversity refers to the variety of languages in human societies around the world (first paragraph of the text on the right).* Explain that the questions will help them understand the text in more depth. Ask them to work individually and then in pairs so they can help each other and compare their answers. Finally, check answers as a class.

**4** Discuss in pairs or small groups.

We recommend that you divide the class into pairs or small groups and have them discuss the question. Then have some volunteers mention the type of sources they use. Emphasize the importance of double checking information from online sources since these are not always reliable.

## In Flight

**1** Number the parts of the text according to the definitions

1. Two students are looking at the graph on the page. Refer to the first part of the text on the right.
2. Give students a few minutes to read the text on the page.
3. graphless
4. ...
5. ...
6. ...

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Disappearing Languages	15
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**What is Linguistic Diversity?**

Linguistic Diversity refers to the variety of languages in human societies around the world. There are at least 7,102 living languages in the world. But just a few, such as English or Chinese, are spoken by hundreds of millions of speakers. Most languages are spoken by a handful of speakers. Not all continents are equally diverse in the number of spoken languages. Whereas Asia leads the statistics with 2,301 languages, Africa follows closely with 2,149. There are about 1,300 languages in the Pacific, and 1,064 in South and North America. Europe, despite its many nation-states, is at the bottom of the list with just 286.

**Languages in the World**

Continent	Number of Languages
Asia	2,301
Africa	2,149
Pacific	1,300
South and North America	1,064
Europe	286

**diversity** - variety or something  
**handful** - a small number or quantity  
**statistics** - a summary or collection of information expressed with numbers

**2** Read the text and complete the graph with the missing information

**3** Answer the questions in your notebook

1. What is the main idea of the text about the languages of the world?
2. Give me a list of the names of the languages that are spoken in Asia.
3. What is the main idea of the text?
4. What are the main ideas of the text?
5. What are the main ideas of the text?

**4** Discuss in pairs or small groups

1. What type of source is the text? Is it a good source of information? Why?

## Closing

It may be helpful to divide the board into five sections or columns labeled: Europe, N & S America, Pacific, Africa and Asia. Ask students to copy this in their notebook. Explain that on the count of three they should write as many ideas as they can about one of the sections. They can write any words related to it and not necessarily about languages. Continue with the rest of the sections. After each one, check how many words they could write. The winner is the student who writes the most words.

## Achievements

Define purpose for reading. Relate previous knowledge to the text. Use reading strategies: infer implicit information.

### Opening

You may want to explain that you will say a word or category and volunteers should write, on the board, as many words as they can think of related to what you say. Use categories about the text of the lesson such as: *English, French, Vikings, aristocracy, invasion, Renaissance*. At the end of the activity, explain to students that they will read a text about how the English language has developed.

### Development

**Read the questions and circle the correct answers.** Before students open their books, consider reading the questions aloud, one by one, and elicit answers from them. Explain that it's ok to guess if they don't know much about the topic. Have students open their books and read the options given for each question. Have them work in pairs to circle their answers. Explain that they will be able to confirm their answers after reading the text.

**Read the text and check your answers.** Consider suggesting students to read the text on their own, in silence. Ask them to underline information to answer the questions as they read. This will help them justify their answers and find a purpose for reading. Next, check answers as a class and encourage students to read the lines from the text where they found the answers.

**Read the text again and circle T (true) or F (false).**

In order for students to develop their reading skills, suggest that they read each statement aloud and ask them to underline the key words. Explain that key words help them focus their attention on the most important information. For example, in the first statement these can be *purpose, text, English* and *evolved*. Do the same with the remaining statements. After that, ask them to read the text again more quickly to check whether the statements are true or false. Check answers as a class.

**Go back to the text, find four dates and circle them. Then fill in the time line with the dates and key ideas from the text.**

Consider asking students to find four dates on the text and circle them. Then focus students' attention on the time line. Tell them that a time line shows a list of events in chronological order. It is a useful instrument

#### 1 Read the questions and circle the correct answers.

1. When was English first developed? (1) In Australia (2) In the USA (3) In England
2. When was it first used to define a crime? (1) Around 1475 (2) After the 15th century

#### 2 Read the text and check your answers.

### The Development of the English Language



English descends from the Germanic system by the Celts, who first invaded Britain around 550 AD. The principal invading group was the Angles, Saxons, Frisians and developed into Old English. Although the most common word for 'day' was *dag* in Old English, Anglo-Saxon *daeg* eventually became the predominant form. It is the result of the influence of Old Norse, Old Dutch and Old Frisian, which were spoken by the Vikings and the Frisians around 800 AD. The word *daeg* was used to mean 'day' in Old English, but it was replaced by *da* in Middle English. This was the result of the influence of Old French, which was spoken by the Normans around 1066 AD. The word *da* was used to mean 'day' in Middle English, but it was replaced by *day* in Modern English. This was the result of the influence of Old French, which was spoken by the Normans around 1066 AD. The word *da* was used to mean 'day' in Middle English, but it was replaced by *day* in Modern English. This was the result of the influence of Old French, which was spoken by the Normans around 1066 AD.

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#### 3 Read the text again and circle T (true) or F (false).

1. The main purpose of the text is to describe how English evolved.  T  F
2. French was the only language used by the Normans.  T  F
3. Most of the words of Middle English came from French.  T  F
4. English speakers today cannot understand Middle English.  T  F
5. English has not stopped evolving.  T  F

#### 4 Go back to the text, find four dates and circle them. Then fill in the time line with the dates and key ideas from the text.

The

Remember that in this unit your aim is to create a presentation. Agree in pairs to take turns preparing a summary of the text for your classmate. This will help you prepare for the final product.

Read pages 93 and 94 in the Reader and do the task.

Unit 9 English 103

to summarize information to study it or present it later. Explain to them that this time line is read from left to right so that they know where to write the information. Have them fill it in. Monitor the activity and help if necessary.

### Getting Ready for the Final Product

Consider having students work with their team classmates to write a summary of the text for their final presentation. Encourage them to use the information they have learned so far.

### Closing

We recommend that you go to the Activate Your Brain section of the Game Bank on page x and play *Calf Pumps*.

### Reading Time

#### Nonfiction: The Most Spoken Language in the World

We suggest you invite students to read pages 93 and 94 in their Reader and look up the words in bold in the glossary. Then ask them to do Task 1 on page 94. Encourage them to compare their drawings in pairs.



## Achievements

Detect frequently used words to anticipate general sense. Use reading strategies: determine the most important information in the text and reread information.

**Suggested Materials:** flashcards of different flags from English-speaking countries (Ireland, Australia, England, the USA, Canada, South Africa, Singapore, Belize, etc.)

### Opening

It may be helpful to divide the class into small groups. Explain that you will say the name of an English-speaking country for students to say the elements or colors of the country's flag. After each country, show the picture of its flag. (See suggested materials.)

## Development

**Read the words and predict what the text below is about.**

We recommend that you refer students to the words and elicit what they notice. Accept all ideas. Then have them predict what the text might be about. Encourage them to recall what the title of the unit is, what they have read so far, etc.

**Read the text and check your predictions. Then underline the sentence that includes the most important information in it.**

Suggest to students that they look at the flags that decorate the text and elicit the countries: the USA and Great Britain. Before they start reading, tell them that they should identify the sentences that can help them summarize the main idea of the text. Explain that within a text, they will find examples or additional information that complements main ideas but they shouldn't focus on them at the moment. Then allow time for students to read the text on their own and underline the main ideas. After they have read the text, refer students to the three sentences below it. Ask them to look at the parts of the text they underlined and decide which of the three sentences includes the most important information.

**Complete the table using the examples from the text.**

We suggest you allow students to work in pairs, Student A and Student B. Have students A complete the section about American English and students B the one about British English. Then have them compare and complement their information. As they are working together, copy the table on the board and check answers as a class.

**Watch the video. Then choose six words you would like to present. If you cannot watch the video, do the tasks with information from the text.** <https://www.youtube.com/watch?v=ICYL0J0crtQ> If possible, suggest to students that they watch the video. Have students write down the twenty words. Then

1 Read the words and predict what the text below is about.

spelling colour grammar

2 Read the text and check your predictions. Then underline the sentence that includes the most important information in it.

The English language was first introduced to the Americas by British colonists in 1492. Over the past 500 years, the language has diversified. Americans speak an American English, while people in the United Kingdom have developed their own variety. Learning to distinguish between American English and British English is a challenge for both sides. It is a challenge to understand the differences in spelling and grammar.

For example, in American English, the word "color" is spelled with a "u", while in British English, it is spelled with an "o". Another example is the word "grammar", which is spelled with a "u" in American English and a "u" in British English. In American English, the word "color" is spelled with a "u", while in British English, it is spelled with an "o".

1 The English language was first introduced to the Americas by British colonists in 1492.

2 Over the past 500 years, the language has diversified. Americans speak an American English, while people in the United Kingdom have developed their own variety.

3 Learning to distinguish between American English and British English is a challenge for both sides.

3 Complete the table using the examples from the text.

American English	British English
color	colour
grammar	grammar
color	colour
color	colour

4 Watch the video. Then choose six words you would like to present. If you cannot watch the video, do the task with information from the text. <https://www.youtube.com/watch?v=ICYL0J0crtQ>

5 Work in small groups and take turns presenting your words. This will help you prepare for the Final Product.

Read the page 95 and do the tasks with information from the text.

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ask them to choose six words they would like to talk about. If it is not possible to watch the video, they can use some words from the text.

**Work in small groups and take turns presenting your words. This will help you prepare for the Final Product.**

It may be useful to divide the class into small groups. Ask students to present the words they selected to their classmates using their mind maps. Then have students discuss what steps they followed to complete their mind maps and how useful they were in their presentations.

## Closing

**Reading Time**

**Nonfiction: The Most Spoken Language in the World**

You may want to elicit from students what they can remember from the text: *What language does the text talk about? Where do people speak Chinese as a mother tongue? Do we use some Chinese words?* Then invite students to read pages 95 and 96 in their Reader and do Task 2 in pairs. Invite some volunteers to read the tongue twisters for the class.

## Achievements

Locate information that helps in responding to questions. Suggested Materials: See Mindful Movements practice on page T100a.

### Opening

Consider forming five teams and ask them to have a sheet of paper ready. Explain that a member of the team should write down the names of some countries you will name: *China, Brazil, Spain, Australia, South Africa*. Then allow ten minutes for the teams to come up with the following information per country: *continent, language, flag and capital*. When the time is up, invite teams to share their information. Don't confirm it, but ask students to check the information online at home using this website: <https://www.kids-world-travel-guide.com/geography-facts.html>

### Development

**1** Read the interview and underline the answers to the questions below.

You may want to ask students if they can think of a language that could disappear in the future and why. Then have volunteers read the questions aloud and underline the key words. The key words in the first question can be *how many languages* and *disappear*. Next, ask students to read the interview individually and underline the texts that contain the answers to the questions. Check answers as a class.

**2** Match the words with their definitions.

We recommend that you refer students to the list of words and ask them to try to explain their meaning in their own words. Then have them go back to the interview and find the words in the text. Explain that the context can help students work out the meaning. Finally, have them match the words with their definitions. Check answers as a class.

**3** Go to Flight File 9 on page 135.

Suggest to students that they go to Flight File 9 on page 135 and read the information about each country. Then have students cut out the maps and place them next to the corresponding country. Check as a class before students glue on the maps. Finally, have students color each map according to the colors on each country's flag.

**4** Discuss in pairs or small groups.

It may be helpful to divide the class into pair or small groups. Ask students to discuss the two questions. If possible have them visit the website where they can find ten reasons why learning another language can affect your life:

**1** Read the interview and underline the answers to the questions below.

1. How many languages do experts predict will disappear in the future?
2. What is the definition of biodiversity?
3. Why is it important for a child to have a native language?
4. What are the health consequences of speaking only one language?
5. What type of world language is Dr. Harris in favor of?

**Interviewer:** Dr. Harris, speaking in present tense, you predict that 40% of the world's languages will disappear by the end of the century. How do you feel about that? How do you feel about the loss of languages?

**Dr. Harris:** Well, we do do, I think we have 100 different languages in the world, and only 5% of them are spoken by more than 100 million people. So, it's a very diverse world. I think it's important for children to learn their own language, but it's also important for them to learn other languages. I think it's important for them to learn other languages because it helps them to understand other cultures and people. I think it's important for them to learn other languages because it helps them to understand other cultures and people.

**Interviewer:** Understood.  
**Dr. Harris:** Yes. And it's important for them to learn other languages because it helps them to understand other cultures and people. I think it's important for them to learn other languages because it helps them to understand other cultures and people.

That's why it's important for them to learn other languages because it helps them to understand other cultures and people. I think it's important for them to learn other languages because it helps them to understand other cultures and people.

**Interviewer:** So, it's important for them to learn other languages because it helps them to understand other cultures and people. I think it's important for them to learn other languages because it helps them to understand other cultures and people.

**Dr. Harris:** Yes. And it's important for them to learn other languages because it helps them to understand other cultures and people. I think it's important for them to learn other languages because it helps them to understand other cultures and people.

**Interviewer:** Understood.  
**Dr. Harris:** Yes. And it's important for them to learn other languages because it helps them to understand other cultures and people. I think it's important for them to learn other languages because it helps them to understand other cultures and people.

**Interviewer:** Understood.  
**Dr. Harris:** Yes. And it's important for them to learn other languages because it helps them to understand other cultures and people. I think it's important for them to learn other languages because it helps them to understand other cultures and people.

**Interviewer:** Understood.  
**Dr. Harris:** Yes. And it's important for them to learn other languages because it helps them to understand other cultures and people. I think it's important for them to learn other languages because it helps them to understand other cultures and people.

**2** Match the words with their definitions.

- |                |  |
|----------------|--|
| 1. encircled   | a. a person who speaks only one language   |
| 2. identity    | b. an opinion  |
| 3. heritage    | c. with important information  |
| 4. monolingual | d. the characteristics that make you who you are                                       |
| 5. view        | e. traditions, languages or buildings which come from the past and are still important |

Go to Flight File 9 on page 135.

**3** Discuss in pairs or small groups.

1. What languages would you like to learn? Why?

2. Why do you think it's important to learn other languages? Remember that in this unit you will give a presentation. Get in small groups and go to the Collection of Evidence Template on page 160 and do Activities 1-2 and 4. Do Activity 4 for homework.

#### Classify

Classify something as monolingual or multilingual based on the number of languages spoken.

Unit 9 Linguistic Diversity 105

1. Develop learning skills.
2. Get multicultural.
3. Travel.
4. Study abroad.
5. Go to grad school.
6. Be more employable.
7. Build job skills.
8. Live abroad.
9. Improve your English.
10. Enrich yourself.

### Getting Ready for the Final Product

We suggest you ask students to work with their team classmates. Invite students to brainstorm information of their final project, a presentation. Then encourage students to complete the Collection of Evidence Template on page 160.

### Closing

Now is a good time to do the mindfulness practice with your students. We recommend that you go to page T100a and have students follow your instructions.

## Achievements

Help students prepare notes and graphic resources to support a presentation.

**Suggested Materials:** 2 index cards per student

### Opening

We recommend that you go to the Just for Fun section of the Game Bank on page x and play *Hangman* using the words *artificial* and *languages*. When students have guessed the words, ask them what they think artificial languages are. Remind them of the information from the previous lesson in which the expert refers to an artificial language.

### Development

**1** Discuss the questions and write notes in your notebook.

We recommend that you refer to students' ideas from the Opening activity and ask them what they would have to do in order to give a presentation about artificial languages. Some useful ideas would be to define artificial languages, give examples of words, discuss their advantages, etc. Invite them to write notes in their notebooks and then share their ideas in pairs.

**2** Look at the picture and name the tools you can see to support a presentation.

Suggest to students that they work in pairs and identify the tools the girl is using in her presentation: *a laptop, a recorder, a projector*, etc. Then check their answers as a class.

**3** Listen to the girl's presentation and mark (✓) the tool she used.

We suggest you explain that students will listen to the girl in the picture giving a presentation. Play Track 36 and have students focus only on the tool she mentions. Elicit the answer: *a poster*. Then play the track again and have students write down what they find interesting about artificial languages.

**4** Listen again and complete the notes.

It may be helpful for students to look at the notes on the cards. Ask them to use their notes from the previous activity and try to complete the missing information on the index cards. After that, play Track 36, pausing after each paragraph so students can complete and check the notes. Finally, have some volunteers read the notes aloud.

**5** Read the text and prepare an index card with key information.

You may want to suggest students to read the text. Then distribute the index cards and have them write notes about the text. Tell them that they are going to use their index cards to talk about the text to somebody else. Monitor the activity and help if necessary.

**1** Discuss the question and write notes in your notebook.

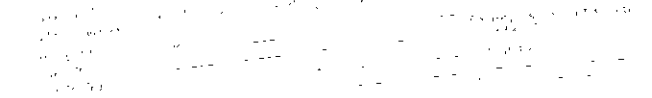
1. How do you give a presentation? (a) Give a presentation about artificial languages.

**2** Look at the picture and name the tools you can see to support a presentation.

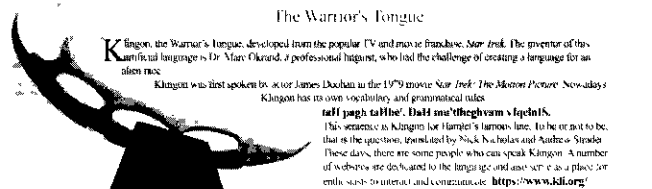


**3** Listen to the girl's presentation and mark (✓) the tool she used.

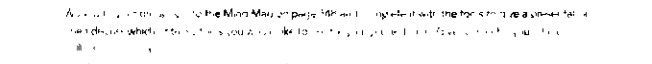
**4** Listen again and complete the notes.



**5** Read the text and prepare an index card with key information.



**6** Work in pairs. Use your index card to talk about *The Warrior's Tongue*.



**7** Work in pairs. Use your index card to talk about *The Warrior's Tongue*.

It may be useful to divide the class into pairs. Ask students to talk about the text and see if they have the same information on their index cards. Ask them to talk about the steps they followed to decide which information to write on the index cards. Make them aware that index cards are a useful tool when giving a presentation.

**8** Getting Ready for the Final Product

Have students complete the mind map with information about the tools to give a presentation. Then we suggest you have them discuss which tools they prefer for their presentation. Consider making students aware that this activity will help them prepare for their final product.

### Closing

**9** Reading Time

**Nonfiction: The Most Spoken Language in the World**

We recommend that you invite students to read the pages 97 to 99 in their Reader and do Task 3 as homework. Encourage them to check the words in bold in the glossary and research five more new words for their portfolios.

## Achievements

Learn expressions used to begin a presentation. Make explicit references to the topic of the investigation. Summarize or extend information to clarify ideas. Invite the audience to ask questions or make comments.

### Opening

We recommend that you go to the Vocabulary Games section of the Game Bank on page ix and play *Crossword* using the word *presentation*.

### Development

**1** In your notebook, write three things you can use index cards for. Then listen and compare your answers. 37

You may want to ask students if they have ever given presentations at school. Ask what index cards are and how often they use them. Have them write three uses of index cards in their notebooks. Play Track 37 and ask students to compare their ideas with what is mentioned.

**2** Listen and write three advantages of using cue cards. 38

We suggest that you play Track 38 and elicit the meaning of *cue cards*. Then play the track again and have students focus on the three advantages of using cue cards. Encourage them to compare their answers in pairs before checking as a class.

**3** Listen and number the tips 1 to 5, in the order you hear them. 39

We recommend that you refer students to the pictures and elicit what they can see in each of the cards: *the texts, the markers, the paper clips, etc.* Explain that in the last part of the presentation, the person mentions five steps to creating cue cards. Play Track 39 and pause it after Number 1.

Elicit which card is being referred to: *the card in the right bottom corner*. Then continue playing the tracks so students can number the cards. Check answers as a class.

**4** Classify these expressions.

It may be a good idea to copy the table onto the board. Explain to students that the phrases were mentioned in the listening activity because they are useful when giving a presentation. Have a volunteer read the first phrase and invite him or her to write it in the corresponding column on the board: *In the middle*. Then ask students to work in pairs and classify the remaining phrases. Check answers on the board.

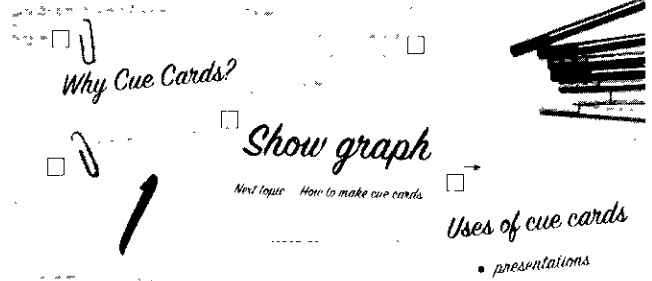
### Getting Ready for the Final Product

We suggest you ask students to work with their team classmates and classify the information they have so far on index cards. Help students if necessary.

**1** In your notebook, write three things you can use index cards for. Then listen and compare your answers.

**2** Listen and write three advantages of using cue cards.

**3** Listen and number the tips 1 to 5, in the order you hear them.



**4** Classify these expressions.

Now, in your notebook, write three things you can use index cards for.

Now, write three advantages of using cue cards in your notebook.

At the beginning

In the middle

At the end

Now, in your notebook, write three things you can use index cards for.

Now, write three advantages of using cue cards in your notebook.

Now, write three advantages of using cue cards in your notebook.

\$37

Now, in your notebook, write three things you can use index cards for.

### Closing

We recommend that you go to the Activate Your Brain section of the Game Bank on page x and play *Body Xs*.

### Reading Time

#### Nonfiction: The Most Spoken Language in the World

Before students open their Reader to page 100, we recommend that you read the text to them. Have them write down what they find interesting. Then ask: *What did the Chinese use to write on? What dynasty ruled in China 3,000 years ago? Which book is mentioned by title? Who was Confucius?* Elicit answers and praise students who respond correctly. Then have students read pages 100 and 101, look up the words in bold in the glossary and do Task 4 as a class.

## Achievements

Prepare graphic resources that support a presentation.  
Define language register.

### Opening

You may want to write the names of the following languages, scrambled, on the board: *Arabic*, *Hindu-Urdu* and *Bengali*. Divide the class into small groups and have them unscramble the names. When they have finished, invite volunteers to write the names of the languages on the board.

### Development

Look at the diagram and underline the best title for it.

We recommend that you refer students to the diagram and say what they notice: *Names of languages and numbers*. Explain *M* stands for *million*. Then have them read the three possible titles and underline one they think could be used as a title for this diagram. Check as a class and ask students to justify their answers.

Listen to the conversation and complete the diagram with the missing numbers.

We suggest that you play Track 40 and have students complete the missing information with the corresponding numbers. Before checking their answers, play the track again if necessary. Then check answers as a class.

Look at the section of informal language in the chart. Think of how to say the same thing using formal language.

You may want to allow students to work in pairs and discuss how to complete the expressions used in formal language.

Listen to the introduction of Luke's presentation and complete the chart.

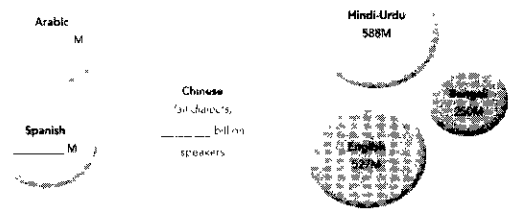
Consider explaining that students will listen to Luke telling Martin about his presentation. Say that Luke will mention the phrases from the chart and that students should complete the chart. Play Track 41 twice if necessary. Check answers as a class.

### Getting Ready for the Final Product

We suggest you ask students to work with their team classmates and have them use the notes they prepared on page 107. Have students prepare the graphic resources for their final presentation. You could ask them to keep the materials in their portfolio in case they need to rehearse for their presentation.

Look at the diagram and underline the best title for it.

1. People and their languages
2. Population on Earth
3. The world's most spoken, native languages



Listen to the conversation and complete the diagram with the missing numbers.

Look at the section of informal language in the chart. Think of how to say the same thing using formal language.

Informal Language	Formal Language
1. Hi!	1. Greetings
2. Look	2. Observe
3. It's cool, isn't it?	3. That's interesting.
4. Don't have a look at this.	4. Please do not look at this.

Listen to the introduction of Luke's presentation and complete the chart.

Work in pairs to discuss the chart.

Get together with your group. Now you are ready to rehearse your presentation. Use the notes you wrote on the 'How to rehearse' page 107. Remember to add phrases you have learned. Prepare the graphic resources that will accompany your presentation. Keep all the materials in your portfolio because you will need them when you rehearse for your presentation.

108

Read page 108 in the Reader and do the task.

### Closing

We recommend that you go to the Vocabulary Games section of the Game Bank on page ix and play *Codes*.

### Reading Time Nonfiction: The Most Spoken Language in the world

Consider asking students to read the remaining part of the text about the Chinese language. Elicit opinions about the text: *Have you learned anything new? What was your favorite part?* Finally, go to page 102 and have them do the Post-reading activity in pairs.

## Achievements

Give a presentation. Combine oral interaction with graphic resources and the use of notes to assist with memory.

**Suggested Materials:** 2 index cards per student

### Opening

It may be helpful to divide the class into small groups. Explain that you will say a color and they should write the names of countries whose flags have the color you called out. After each color, check how many countries each group could come up with. The group who can write the most names of countries will earn a point.

### Development

**In small groups, discuss the question below. Give reasons for your answer.**

You may like to invite a volunteer to read the topic for the discussion aloud. Elicit what *rewarding* means: *providing satisfaction*. Then have students discuss the question in small groups. Monitor their discussions and help out with ideas: *reading original literature, communicating with people in different countries, have better job opportunities, etc.*

**Read the text and check your answers to the question above.**

Suggest students to read the text individually, to understand the main idea: *Advantages of studying languages*. Then have them read it again and check whether some of the ideas correspond to the ones you had in the previous activity.

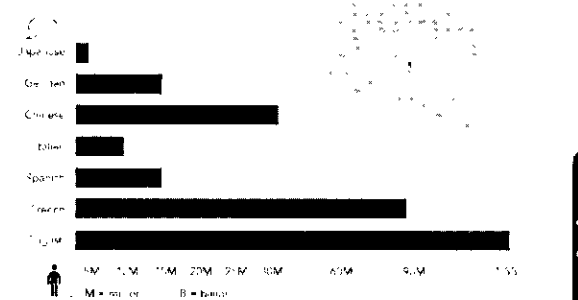
**Discuss the question in pairs or small groups.** We suggest you talk about the languages mentioned on this page and the benefits students could have if they spoke another language. Then we suggest you have students discuss about their reasons for studying any of those languages.

**In small groups, discuss the question below. Give reasons for your answer.**

Studying some languages can be rewarding. Which of these do you think can be more rewarding: Spanish, German, or English?

**Read the text and check your answers to the question above.**

While the English is believed to be the name of half the students, it is by far the world's most common spoken language. Over 400 million people speak English. In Europe, Spanish, Italian, Japanese, German and Chinese, combined, have only recently gained attention. The number of college graduates that have taken the study of Spanish has risen by 115 percent between 1994 and 2014. Learning the language more accessible. During the same time, the number of French Baccalaureate has increased by 20 percent. Speaking another language can be more rewarding than speaking English. An example is that you speak German, for example, it will cost \$20,000 and throughout their career according to MIT. Most people will use it for the rest of their lives. It is said that it would be worth the money. It is not only worth the money, it is also worth the time, and it is worth the money.



**Discuss the question in pairs or small groups.**

1. Would you like to study any of the languages above?

In your group, prepare your presentation. Use the index cards and graphic resource in your portfolio. Give your classmates feedback about the performance. You can be positive, give contact, use of notes, use of graphic resources, etc. It be successful.

**Classroom**  
 1. In your group, prepare your presentation. Use the index cards and graphic resource in your portfolio. Give your classmates feedback about the performance. You can be positive, give contact, use of notes, use of graphic resources, etc. It be successful.

## Getting Ready for the Final Product

We suggest you ask students to rehearse their presentation with their team classmates. We recommend that you tell them to use their index cards and to give feedback about their performance. You could remind students to be respectful about their comments. You may give some examples first.

### Closing

We recommend that you go to the Activate Your Brain section of the Game Bank on page x and play *Energy Boost*.

## Achievements

Prepare graphic resources that support a presentation.  
Give an oral presentation.

**Suggested Materials:** white paper, colored pencils or markers

### Landing!

#### Getting Ready for the Final Product

We suggest you have students take out the materials they have prepared to give their presentation. Remind them they have to work with their team classmates.

#### Giving a presentation

When the teams are ready, ask each one to come to the front and give their presentation. While they are speaking, the rest of the class should be taking notes with comments and questions. Allow two minutes for the question-answer sessions after each presentation. After each presentation, encourage students to give positive feedback to their classmates.

#### Teacher's Tip



We suggest you explain to students they have to speak loud and clear so everyone can hear and understand what they say.

#### TIC link

For more information on presentations, go to: <https://www.ilac.com/tips-for-giving-a-great-presentation-in-english/>.

#### Reflection

At the end of the unit, consider reading the statements in the reflection box aloud and explain any unknown words. Ask students to mark ✓ if they think they did what the statement says or ✗ if they didn't.

#### Self-evaluation

Suggest students to look at the statements and mark them individually in order to reflect on their learning, progress and performance.  
It may be helpful to divide the class into pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on those aspects they did not feel confident about, such as going over the specific lessons where those aspects are dealt with again, or asking you for help.

## Landing!

### Getting Ready for the Final Product

Get together with your classmates and take a full 10-minute break to prepare your presentation.

#### Giving a presentation

1. Use the opening presentation as a chance to observe and take notes on your peers.
2. Take 10 minutes to prepare your presentation.
3. Ask the class to give you feedback on your presentation.

#### Tip

- Remember to speak out loud and clearly so that everybody can hear you.

#### Complete ✓ or ✗ the reflection and self-evaluation charts.

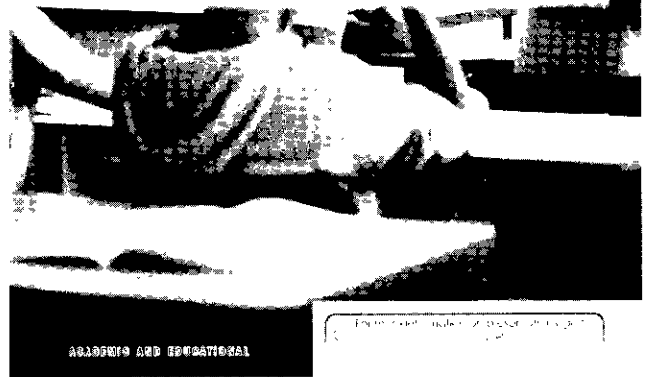
#### Reflection

- I contributed with relevant information for the presentation.
- I feel familiar with different tools to give presentations.
- I am now more confident when giving presentations.

#### Self-evaluation

##### I can...

- select and search information for a presentation.
- prepare notes and draft a support for an oral presentation.
- give a presentation.



Extract from pages 110-111

### Evaluation Instrument

Consider choosing a number of students you would like to evaluate this month. Make one photocopy of the Evaluation Instrument on page T111b per student. Complete the templates according to each student's performance and keep them as evidence of their progress.

**We recommend that you use Assessment 9 on page T132.**

## Investigation Questions

1 Choose the language you want to give the presentation about.

---

2 Write some questions about the language you chose (history, origin, countries where it is spoken, etc.).

---

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---

---

3 List some sources where you can find information for your presentation.

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---

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4 Research for the information. Use the questions you wrote in Activity 2.



# Evaluation Instrument

Name: \_\_\_\_\_

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

## Descriptive Evaluation Scale

Mark (✓) the evaluation scale according to each student's performance.

### Evaluation Scale

Preparation for a Presentation	5	4	3	2	1
<b>The student can...</b>	<b>easily and correctly</b>	<b>correctly with minor difficulties</b>	<b>occasionally correctly but with noticeable difficulties</b>	<b>rarely correctly</b>	<b>never</b>

select and use different sources to look for information about a topic.

ask the right questions to find the appropriate information.

understand information from different sources.

prepare notes and graphic resources for a presentation.

### Oral Presentation

use appropriate register, volume and clarity when giving a presentation.

use appropriate body posture and body language.

summarize and clarify ideas.

Oral Presentation	5	4	3	2	1
use appropriate register, volume and clarity when giving a presentation.					
use appropriate body posture and body language.					
summarize and clarify ideas.					



## Unit 10 Vacation Time



### FAMILY AND COMMUNITY

#### Fasten Your Seatbelt

In this unit, students will...

- look for and consult information in different sources.
- compare pros and cons of ideas and different travel proposals.
- use different expressions to defend ideas.
- discuss advantages and disadvantages of travel options.
- listen to others' opinions in order to agree or disagree.

#### Curricular Objectives

- (A) Exchanges associated with the environment.
- (B) Agree with others on a travel itinerary.

#### Landing!

Planning an itinerary  
Reflection  
Self-evaluation

#### Assessment Tools

Collection of Evidence Template p. T123a  
Evaluation Instrument: Questionnaire p. T123b  
Assessment 10 p. T133  
Assessment Term 3 pp. T140 – T142

### Mindful Activity 10. Mindful Thoughts

**Materials:** 1 jar with a lid, hot water, 1 bottle of clear glue, multi-color glitter. Before class, watch the video: <https://youtu.be/IX3fY0xbtAg> to become familiar with the mind jar concept and learn how to make one. If it is not possible to watch the video, follow these instructions: 1) Fill the jar with hot water to the half mark. 2) Mix in the bottle of clear glue. 3) Add glitter and seal the jar. 4) Shake and observe how the glitter settles down at the bottom of the jar.

#### **Our Goal:**

The human mind is a wandering mind. It is almost always moving between the past and the future, generating thought after thought. When the mind is caught up in the confusion of thoughts, it can cause discomfort, impulsive behavior and great physical and emotional wear. The practice of mindfulness allows us to observe our thoughts, to be aware of the emotions and the physical sensations they provoke, and recognize them as passing mental events. They are not reality.

A mind jar is a useful tool for showing students how our thoughts can fly around, making it hard to see clearly, and how these thoughts will eventually settle down. This is when we begin to feel really calm.

#### **Instructions:**

1. You may suggest to students that they get into the sitting tall posture. Shake the mind jar you made before class and ask: *Is the water calm? Is it clear? Can you see clearly through it?* Give them time to answer.
2. Consider asking: *Have you noticed thoughts that make you feel stressed, anxious, worried or sad?* Let them know they don't have to share the content of their thoughts, but that you are asking if they have noticed the power thoughts can have on their emotions.

3. We recommend that you point to the jar and explain: *This mind jar represents our minds. When it is calm and quiet, we can see things clearly. We are at peace and happy. We can learn and make responsible decisions.*
4. It may be helpful to shake the jar and say: *When we are caught in the confusion of thoughts and emotions, feeling upset, angry, frustrated or sad, our mind is not calm, we are not able to learn and we might do or say something we may regret. When we feel like this, the best thing we can do is to focus our attention on breathing sensations and wait for thoughts and emotions to settle down.*
5. You may want to invite students to gather around you. Tell them they should watch the glitter settling at the bottom of the jar and breathe deeply during the whole practice. Then shake the jar.
6. Students may find it useful to share their thoughts after the practice: *Do they feel calm? Could they feel that their thoughts stopped wandering around their minds?* It is important for them to understand that this is not a magical cure for wandering thoughts. We need a lot of practice to master the skill of calming down. The important thing is to never stop trying.
7. We recommend that you invite students to make their own mind jar at home. Tell them they can put a pinch of multi-color glitter for each thought that upsets their minds. They should always remember that a thought is just a thought, not reality, and that it is normal for thoughts to move around in the mind like the glitter in the jar. Mindful breathing will settle down their thoughts, just like the glitter settles down in their minds.



# Vacation Time



## Achievements

Activate previous knowledge.

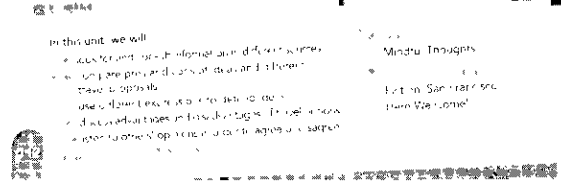
### Fasten Your Seatbelt

You may want to discuss with students the objectives planned for this unit. Talk about the things they will explore, learn and reinforce. Go through the achievements listed in the *Fasten Your Seatbelt* box and explain them in a way that is easy for students to understand.

We recommend that you invite students to read the title of the unit and look at the photos. Ask: *What kind of vacation do they show? Which photo depicts an adventure? Which photo shows a big city vacation?* etc. Encourage students to share with the class how they usually spend their vacation or what has been the best vacation they have ever had.

Explain that the specific project for this unit will be planning a travel itinerary. Make sure they understand what *an itinerary* is: *a detailed travel plan*. Ask students whether their families like to plan every detail of a vacation, or whether they are more adventurous.

**P Poster Activity:** You can use an activity from page xi to work with Poster 10.



## Teacher's Tip



### Recording Students

Recording students on video when they are working on a project or a presentation is a good idea. You can use the recordings as evidence of their progress or to show the videos to students while giving them feedback. This material can also be part of students' portfolios. Remember to ask for permission to record your lessons; consider that some might feel uncomfortable.

## Value Adaptability



There is a common saying that reads: "Adapt or die." Consider saying this to students and elicit what it means. You could explain that it refers to the ability to change or maintain effectiveness in a changing environment. You could tell the class that we all need to be flexible and adapt to different circumstances at school, at home, at work or even with friends.

## Reading Time

### Fiction: San Francisco, Here We Come!

This unit's reading is a story about some twin brothers that travel to San Francisco.

To begin, you may suggest students that they go to page 104 in their Reader and do the Pre-reading activity. Encourage volunteers to share their answers with the class. To expand, ask: *What do you know about San Francisco?*

## Achievements

Define sources of information to find out about destinations.

### Opening

We suggest you write these words on the board: *fly, hike, sightseeing, tour, fun, boring*. Then you may ask volunteers to explain the meaning of the words or use them in a sentence. Then ask students to form pairs and to write a short paragraph using all the words. You could invite them to be creative and use humor. Please allow 10 minutes and then have volunteers read their texts aloud.

### Development

#### Work in small groups and discuss the questions.

You may want to divide the class into small groups and allow students to share their ideas about vacations. Monitor and provide help when necessary. Join some groups if your students feel comfortable and give your own opinion about the question they are discussing.

#### Complete the labels using the words in the box.

You may invite students to read the words in the box. You should encourage them to label the pictures using the number of dashes as a guide. Then ask the following questions to check their work: *How many days is the itinerary for? Where is the flight to? How many adventure tours can you choose from? What does the ad offer?*

#### Read the descriptions below and write the words they refer to.

It may be helpful to explain that each statement below says what each of the words from the previous activity means. Ask a volunteer how she or he would describe what a plane ticket is. Then invite students to read the descriptions and write the corresponding word on the lines. You may check by saying a word and having volunteers read the corresponding description.

### Getting Ready for the Final Product

This is a good moment to help students organize themselves into teams to work on the final product. We suggest you allow them to decide who they want to work with. It is advisable that they work in groups of three. Once they have got together, you may invite them to discuss the advantages or disadvantages of planning an itinerary.

## Take Off

#### Work in small groups and discuss the questions.

1. Visit the travel site. Do you receive a good travel? How do you like your vacation?
2. Discuss the itinerary. Do you like an itinerary designed by a travel agency or by yourself?

#### Complete the labels using the words in the box.

plane ticket    itinerary    travel magazine    ad

#### Culture and Fun

- Day 1
- Visit to the pyramids
  - Lunch at the archaeological site
- Day 2
- Take train tour through the old town
  - Show of traditional dances



#### Read the descriptions below and write the words they refer to.

1. You use it or purchase it to look for where and how to take a travel trip.
2. You use this to show that you have plans for a journey.
3. You use it to have a detailed plan of a journey.
4. It is used to persuade people to go to a certain place such as to buy a product.

1. This is what you will pay an itinerary for. It is a list of things to do and places to visit. What are the advantages of planning an itinerary when traveling?

Unit 10 Vacation Time

### Closing

We recommend that you go to the Language Games section of the Game Bank on page ix and play *Disappearing Text*. The sentence you write can be about someone who went on vacation. Erase key words from the sentence so that students will notice the difference more easily.

## Achievements

Enlist proposals of destinations and ideas about travel.

**Suggested Materials:** flashcards that illustrate the following activities: *rock climbing, surfing, sightseeing, camel riding, bird watching*

### Opening

Consider writing the following categories on the board: *places to visit, transportation* and *places to stay*. Invite volunteers to write any words they know in each category. You may allow one minute and stop the activity. To check, say a category and ask a volunteer to spell one of the words: *Transportation – g-o-n-d-o-l-a*.

### Development

1. Classify the words from the box into the corresponding column. Then add one more idea to each category.

You may want to read the words and phrases in the box aloud and have students repeat after you. It is advisable to point out the prepositions (*at, by, in*) and tell them it is a very good idea to always learn the preposition and the noun together in phrases like these as they often come together. Then you could point out the categories and allow two minutes for students to classify the words. To check, invite volunteers to form sentences using a word from each column: *I travel to the mountains by bus and I stay in a tent*.

2. In pairs, discuss where you can do the following activities.

You may like to attach the flashcards to the board (See suggested materials.). If you don't have flashcards, draw simple images on the board. We suggest you point to each flashcard or drawing and elicit the name of the activity. Next, invite students to work in pairs and name different places where the activities in the pictures of this exercise can be done. They can refer to places in Mexico or other parts of the world. Finally, ask students which activity sounds the most interesting to them, and which the most boring.

3. Listen to a telephone conversation and answer the questions.

We recommend that you invite students to read the questions and identify what information they will have to find out from the listening activity. Then you can play Track 42 and have students make notes. You may play the track again for students to confirm and write their answers. Ask volunteers to read the answers.

## In Flight

1. Classify the words from the box into the corresponding column. Then add one more idea to each category.

the mountains    by plane    at a hotel    the beach    by bus  
at a hostel    the city    at a guesthouse    the desert    in a tent  
by car    the country    by boat    in a cabin    by train

Where to go     How to travel     Where to stay 

2. In pairs, discuss where you can do the following activities.



3. Listen to a telephone conversation and answer the questions.

1. What types of places Mr. Richards is interested in?
2. Does he like rock climbing?
3. What kind of weather does he prefer?

**Getting Ready for the Final Product**

Work in pairs and start thinking about the type of place you would like to plan an itinerary for. Use the information from Activity 1 to help you make your choice.

**Answer Key**

Read pages 104 to 107 in the Reader and do the task.

## Getting Ready for the Final Product

You could invite students to work with their classmate to continue working towards the final product. You may refer them to the places, means of transportation and accommodation in Activity 1.

### Closing

**Reading Time**

**Fiction: San Francisco, Here We Come!**

Invite students to read pages 104 to 107 in their Reader. You may ask them to look up the words in bold in the glossary on page 105 and do task 1 in pairs. Finally, invite them to do Task 2 on their own and compare answers with a partner.

## Achievements

Take note of data that support viable proposals and ideas. Discard proposals based on consulted information.

### Opening

We recommend that you write the word *Vancouver* on the board and invite students to come and write as many words as they can related to it. They can write places, activities, languages, etc. Leave students' ideas on the board as you may want to refer to them during the lesson.

### Development

#### Listen and circle *T* (true) or *F* (false).

You may want to read the statements aloud and ask students to underline the key words in each statement. This will help them know what they will need to pay attention to while listening: *himself*, *eight days*, *Seattle*, etc. Play Track 43 and have students circle *T* or *F*. You may play the track again before checking answers as a class.

#### Look at the itinerary, make notes and discuss the questions with a classmate.

Consider asking students to read the itinerary on their own and identify the places on the map. Then you could read the questions students will have to think about while reading the text. You may tell them to keep in mind what they found out about Mr. Richards in the listening activity. You may consider having them read the questions individually and make notes. Next, form pairs and ask students to discuss the questions using their notes. They should justify their answers using the text and the information from the listening activity. If they disagree with their classmate, ask them to say: *I don't agree. In my opinion,...* Check answers as a class.

#### Complete the chart using the information from the itinerary.

At this stage, students should be familiar with Mr. Richards' plans for his trip and should be able to complete the chart on their own. Check answers as a class.

#### Discuss in small groups.

This is a good opportunity to focus students' attention on the structure of the itinerary because this is a model they may refer to when they plan their final product. We suggest you ask some questions to raise their awareness: How many days is the itinerary for? What

#### Listen and circle *T* (true) or *F* (false)

- Mr. Richards' plan is to visit Vancouver, Seattle, and Portland.
- Mr. Richards' plan is to visit Vancouver, Seattle, and Portland.
- Mr. Richards' plan is to visit Vancouver, Seattle, and Portland.
- Mr. Richards' plan is to visit Vancouver, Seattle, and Portland.
- Mr. Richards' plan is to visit Vancouver, Seattle, and Portland.
- Mr. Richards' plan is to visit Vancouver, Seattle, and Portland.

Look at the itinerary, make notes and discuss the questions with a classmate.

**BRITISH COLUMBIA** VANCOUVER SEATTLE PORTLAND ASTORIA CANNON BEACH SEASIDE CANNON BEACH ASTORIA VANCOUVER

**ALBERTA** CALGARY

**GLOBAL TRAVEL AGENCY**

**ITINERARY**

Day 1 - Seattle (at downtown)

Day 2 - Vancouver to Kamloops by the Rocky Mountain route. Stop at the address viewing platform and watch the breathtaking scenery.

Days 3 and 4 - Kamloops take a canoe up the river to get to the wilderness. Spend a night in a traditional wilderness lodge. Prepare for bear attack by checking the bear kit and to get into the wilderness.

Day 5 - Seaside (at downtown)

Day 6 and 7 - Portland (at downtown) and Astoria (at downtown). Spend a night in a wilderness lodge. Make an "Afternoon Tea" in the Fairview Hotel. Learn about the history of the city.

Day 8 - Seaside (at downtown)

#### Complete the chart using the information from the itinerary.

Things Mr. Richards and his family might like	Things Mr. Richards and his family might not like

#### Discuss in small groups.

What are the advantages and disadvantages of this itinerary? What are the pros and cons of this itinerary? What are the pros and cons of this itinerary?

#### Unit 10: Activate Your Brain

Unit 10: Activate Your Brain

visual element helps you identify the route? Is there a clear heading? It may be helpful to ask students to work with people they haven't worked with before to do this task so they have a chance to listen to different ideas. You could encourage them to look at their notes in order to justify their opinions. Monitor and provide help as needed. You may like to check answers as a class.

### Closing

We recommend that you go to the Activate Your Brain section of the Game Bank on page x and play *Calf Pumps*.

## Achievements

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

### Opening

We recommend that you lead a class discussion about amusement or theme parks. You could elicit what students know and encourage them to name some of the attractions they may find there. Divide the board into two sections: *attractions we like* and *attractions we don't like*. Invite students to come to the board and write their ideas. Explain that they should accept others' points of view, likes or dislikes.

### Development

**Look at the picture and discuss the questions with a classmate.**

You may like to divide the class into pairs and ask them to look at the picture and describe it in detail: *How many people are there? Where are they? What might they be talking about?* Then read the questions aloud and have volunteers share their ideas.

**Listen and mark (✓) the activities the boy doesn't like.**

You may have students look at the map again and identify the symbols in red circles on the right-hand side. We recommend you elicit ideas: *movie theater, safari park, etc.* Write the names of the other attractions on the board: *Splash Mountain, roller coaster, Clown show, Go carts.* Then you could play Track 44 and have students make notes about the children's opinions. Play the track again for students to mark the activities the boy doesn't like in the boxes on the map.

**Write the reasons the children give for not wanting to go to the following attractions.**

We suggest that you point out the three attractions and remind students they were the ones the children didn't agree upon. Invite students to look at their notes and write the reasons the boy or the girl give for not wanting to go on these attractions. Then play Track 44 again to check answers.

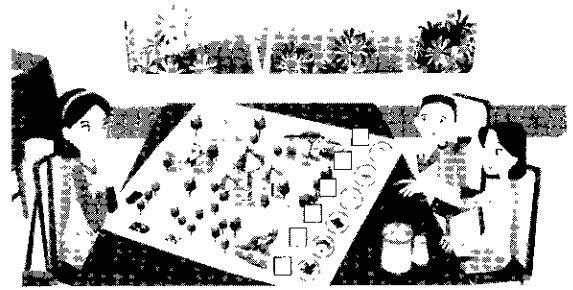
### Getting Ready for the Final Product

You can remind students that when planning trips, people usually need to negotiate to come to an agreement. You can explain they will learn some phrases to do so.

You may want to direct students' attention to the expressions in the box. Ask students to notice the exclamation marks and the word *not* in them. This will help them do the task more easily. Check their answers as a class.

**Look at the picture and discuss the questions with a classmate.**

1. What are the children doing? 2. Where are they? How do they feel?



**Listen and mark (✓) the activities the boy doesn't like.**

Write the reasons the children give for not wanting to go to the following attractions.

1. Movie theater
2. Safari Park
3. Adventure Movie Theater

Part 1: Listen to the audio. Write the reasons the children give for not wanting to go to the attractions in the boxes on the map. Listen to the audio again to check the correct answers according to the instructions.

That's not a good idea. Yeah, we really should go there! That's not good. That sounds fantastic! That's a good idea, too. I'm looking forward to it! That's nonsense.

Agree with a suggestion

Disagree with a suggestion

- | Agree with a suggestion | Disagree with a suggestion |
|-------------------------|----------------------------|
| 1                       | 1                          |
| 2                       | 2                          |
| 3                       | 3                          |
| 4                       | 4                          |

Work with a classmate and agree on the three attractions you would most like to go to and give reasons for your choices. Use some of the expressions above to discuss.



**Work with a classmate and agree on the three attractions you would most like to go to and give reasons for your choices. Use some of the expressions above to discuss.**

It may be helpful to ask students to work with a different classmate. Read the instructions and have a volunteer rephrase them to check understanding. It might be a good idea to refer them back to the map of the theme park in Activity 1 and its attractions. Apart from those, encourage them to mention others they may have tried before or they have heard of. We suggest you monitor and provide help if necessary.

### Closing

We recommend that you go to the Language Games section of the Game Bank on page ix and play *Correcting Mistakes*. Use the expressions they learned in this lesson.

## Achievements

Compare pros and cons of ideas and proposals.  
Analyze reasons behind proposals and ideas.

**Suggested Materials:** See page T112a.

### Opening

This month's mindful activity is all about becoming aware of our emotions in order to control them. You may like to encourage students to do the practice with you and watch the recommended video at home. 🌿

### Development

**1** Read the text and underline where it comes from. Then number the pictures accordingly. You may want to read tour options a, b and c and elicit what they may find in each source of information. Then have students read the description of each tour and decide where the information comes from. Ask them to justify their answers. Next, invite students to look at the photographs below and number them according to the information in the text. Check as a class.

**2** Read again and complete the table. We suggest that you refer students to the concepts in the table and ask them to give examples of each. Then have them read the text again and complete it. Check answers as a class.

**3** Listen to a conversation and answer the questions in your notebook. **45**  
Consider asking students which tour from Activity 1 they would prefer and why. Invite volunteers to share their ideas. You could explain that they will listen to a girl talking to her mom about the tour she would choose. Read the questions as a class so that students know what information to focus on. Then play Track 45 and encourage students to make notes. Play the track again so they can confirm their ideas. Finally, you could check by asking questions, such as: *What is the longest tour? Which tour takes you to Europe? etc.*

**4** In pairs, discuss which of the tours you find the most attractive.  
It may be helpful to ask students to work with a classmate they haven't worked with. First, you may ask students to think of the tour they like the most and make a list of reasons why. Give them ideas so they consider different aspects like weather, distance, landscapes, tourist attractions, etc. Then allow them to work in pairs and discuss. Encourage them to support their answers using their notes.

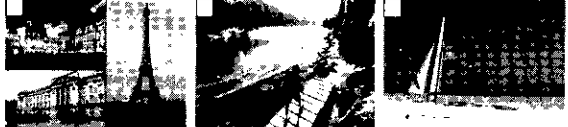
**1** Read the text and underline where it comes from. Then number the pictures accordingly.

a. a flyer from a travel agency      b. a travel magazine      c. a geography book

**Tour A**  
The guide packs you into one of the most exciting mountains on offer. Real Mountain National Park. You stay in a cabin next to a lake and rock on campfires. You can go fishing, flyback riding, or go on a mountain climbing in one of the most beautiful scenes in the world. Price: only \$1,800.

**Tour B**  
One of the prettiest beaches in Cuba. It has the whitest sand and the bluest sea you can imagine. There's a lot to do during the day. You can go scuba diving, snorkeling, water-skiing or just lie on the beach. You can eat the most delicious fresh fish at the different little restaurants nearby. At night, you can listen to some of the best music around. Price: \$900 for 7 days.

**Tour C**  
See some of the most interesting historical places in Europe in this swiftnature tour. Four Spain, Portugal, Sicily, the Alps, Italy, and the best of France in one stop! The price includes a shop! All just for \$3,200!



**2** Read again and complete the table.

	Tour A	Tour B	Tour C
Location			
Cost:			
Duration:			
Things to do:			

**3** Listen to a conversation and answer the questions in your notebook.

- What tour did Alex prefer? Was the girl prefer? Why?
- How do you know which tour she prefers?

**4** In pairs, discuss which of the tours you find the most attractive.

Read pages 108 to 111.

**Glossary**

scuba diving  
snorkeling  
water-skiing  
fresh fish  
delicious  
whitest  
bluest  
beautiful  
exciting  
interesting  
most interesting

Unit 10 Vacation Time

### Closing

We recommend that you go to the Just for Fun section of the Game Bank on page x and play *Find It Fast!* using the words on page 190 of the Picture Dictionary.

### Reading Time

#### Fiction: San Francisco, Here We Come!

We suggest you invite students to read pages 108 to 111 in their Reader and look up the words in bold in the glossary. We suggest you elicit all the places the twins have mentioned as part of their itinerary. You may encourage volunteers to say which of these places they are interested in.



## Achievements

Contrast advantages and disadvantages using graphic materials. Use connectors to link reasons and data to build arguments.

### Opening

We suggest that you draw a pyramid on the board and elicit what it might represent in the context of traveling (*archaeological sites*). Invite students to come to the front and write the names of different sites they know about, have visited or would like to visit.

### Development

**1** Read the names of the places and discuss what you know about them with a classmate.

It may be helpful to divide the class into pairs and have them look at the photographs and read the names of the places. You could encourage students to come up with a list of facts for each place. Monitor and provide help. Check as a class.

**2** Listen and mark (✓) the places the people are planning to visit. **46**

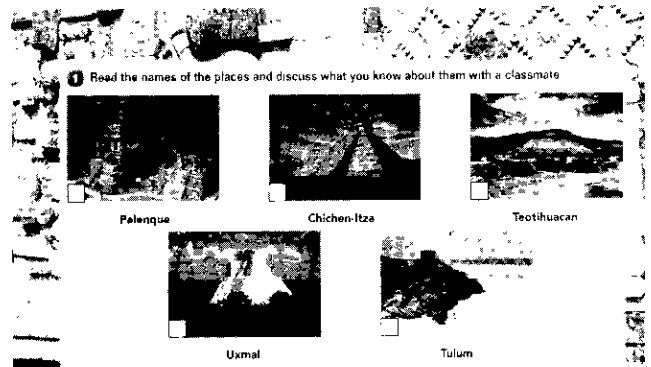
You may like to tell students that they are going to listen to a boy telling a friend about a trip he is planning to several archeological sites mentioned in the previous activity. Play Track 46 and have students mark the corresponding places.

**3** Listen again and classify the information below.

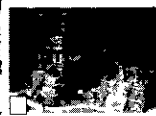
Consider forming pairs and ask students to read the phrases in the box and explain that they all refer to an accommodation. Then invite them to say which characteristic they would consider positive and which might be negative. When they are ready, play Track 56 again and have students classify the information accordingly. Play it again for students to confirm their answers.

**4** Underline the advantages and circle the disadvantages to stay in each of the places.

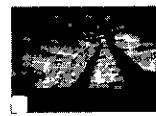
We suggest you have students do the task in pairs. Please explain that their opinions may vary. What some may consider as an advantage, others may see as a disadvantage. You can tell students to justify their answers or points of view. Then check answers as a class.



**1** Read the names of the places and discuss what you know about them with a classmate.



Pelenque



Chichen-Itza



Teotihuacan



Uxmal



Tulum

Listen and mark (✓) the places the people are planning to visit.

Listen again and classify the information below.

share dormitory   shuttle service   more expensive  
no time limit for visits   no guided tours   all meals included   single rooms  
private guided tour   cheaper   limited time for visits

VACATIONS INN

RIVIERA HOSTEL

Underline the advantages and circle the disadvantages to stay in each of the places.

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### Getting Ready for the Final Product

You may want to ask students to work with the classmates they will write the itinerary with. So far, students have been exposed to different places and they should have enough ideas to choose from. If they wish, they can think of other places. We recommend you refer them to the Collection of Evidence Template on page 161 and complete Activity 1.

### Closing

We recommend that you go to the Vocabulary Games section of the Game Bank on page ix and play *Crossword*. You can use the name of any of the archaeological sites from this lesson.

## Achievements

Emphasize words or alter volume to achieve an effect or impact.

### Opening

We recommend that you go to the Just for Fun section of the Game Bank on page x and play *Chinese Whispers*.

### Development

#### Match the forms of transportation with the pictures.

It may be helpful to have a class discussion, refer students to the pictures and elicit their favorite means of transportation. Ask whether all of these means would be appropriate for every kind of travel. Have some volunteers share their ideas. Finally, have students match the pictures with the phrases individually and check answers as a class.

#### Complete the chart according to your opinion.

You may want to read the first word aloud and elicit the names of some means of transportation students consider expensive. You can ask them to complete the chart on their own with their ideas. Explain that they should take under consideration different places, climates, availability, etc.

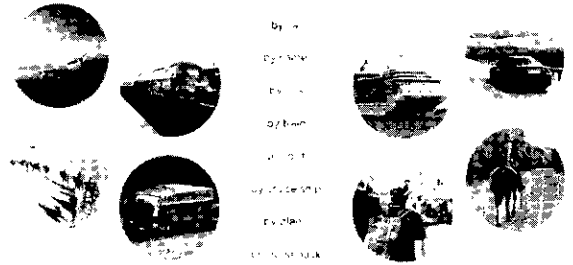
#### Read the notes about a tour to the Egyptian pyramids. On a separate sheet of paper, write complete sentences about the tour.

We recommend that you refer students to the notes on the left and ask a volunteer to read the example aloud. You could point out the present simple form of the verb. Say it is common to use this tense when talking about an itinerary. It is a good idea to elicit the second sentence: *Then we take a bus from the airport to the desert. / Then we go by bus from the...* You may have students work in pairs and explain that there can be different ways to say the same information and that the sentences will vary.

#### Listen and check your answers.

You may like to tell students they are going to listen to someone describing the itinerary for days one and two. You could explain that the sentences they wrote may be different, but still correct. If in doubt, they should ask you to confirm. We recommend you play Track 47 and ask students to check their answers. If they hear a difference in the sentence, ask them to make a note. You can play the track again and pause after each piece of relevant information so that students have time to complement their notes. Clarify any doubts students might have about their sentences. Finally, invite students to keep their notes in their portfolios.

#### Match the forms of transportation with the pictures.



Complete the chart according to your opinion.

Means of Transportation		Means of Transportation	
expensive	interesting		
exotic	cheap		
dangerous	fast		

#### Read the notes about a tour to the Egyptian pyramids. On a separate sheet of paper, write complete sentences about the tour.

Day 1: Go to Cairo by plane. Bus from the airport to the desert. Rent of the car by camel. In the evening, tents for the night.

Day 2: Take a camel to the Nile. Take a boat to the river. Take a camel to the Nile. Take a camel to the Nile.

Listen and check your answers.

Listen again and complete the expressions used to emphasize a description.

1. It is very expensive.	2. It is very interesting.	3. It is very cheap.	4. It is very fast.
5. It is very dangerous.	6. It is very exotic.	7. It is very expensive.	8. It is very interesting.

Go to [Flight File 10](#) on page 137.

Unit 10 Activation Time

#### Listen again and complete the expressions used to emphasize a description.

Consider asking students to complete the sentences in pairs before listening to the track. Then play Track 47 for them to confirm and complement their answers. Check as a class and play the track again, asking students to pay attention to the volume and intonation of the speaker's tone of voice.

#### Go to Flight File 10 on page 137.

We suggest that you refer students to Flight File 10 on page 137. You could elicit what some pictures illustrate at random and ask them to imagine they want to go on a trip. Have them work on their own and choose one or more options from each category. Then we recommend that you divide the class into pairs and have them discuss and come to an agreement to plan a trip together. Finally, form groups of four. You may explain that they should now try to reach consensus in order to plan a trip as a small group. Encourage them to be flexible when negotiating. Monitor and help when necessary. At the end, invite volunteers to talk about their itinerary.

### Closing

We recommend that you go to the Activate Your Brain section of the Game Bank on page x and play *Energy Boost*.

## Achievements

Emphasize words or alter volume to achieve an effect of impact. Recognize emotions in the language that are used to persuade.

### Opening

We recommend that you go to the Just for Fun section of the Game Bank on page x and play *Find it Fast!*

### Development

#### 1 Match the tourist attractions with their descriptions and pictures.

You may want to direct students' attention to the pictures and elicit the names of the places. You should not confirm their answers yet. It is a good idea to form pairs and invite students to read the names of the places and the information. You can encourage them to look up the words in bold in the glossary. Finally, have them match the descriptions with the pictures. Check by saying a key word from the description and eliciting the name of the place: *sinkholes - The Blue Hole*. Finally, ask students which of the places they find most interesting.

#### 2 Listen to the conversation and use some of the expressions in it to discuss which of the speakers you agree with. 48

You may like to explain to students that they will listen to a group of students saying which of the places they would visit if they had the time and money to do so. Tell them that the first time they listen, they should focus on the names they hear and the places the people mention. You may play Track 48 and have students do the activity. Allow them to compare their answers with a classmate and then check as a class.

Imagine you won the lottery. Discuss in small groups where you would like to go and say why. Use expressions similar to the ones in the model above. It may be helpful to divide the class into small groups. Have students discuss the topic imagining they need to go together. In order for them to do so, they will have to use arguments to convince all the group members what the best option is. You may want to encourage them to use the correct intonation to transmit enthusiasm. Monitor and provide help if necessary.

#### Getting Ready for the Final Product

You may invite students to complete Activity 2 of the Collection of Evidence Template in pairs. We suggest you allow them to discuss and negotiate in order to make a final decision.

#### 1 Match the tourist attractions with their descriptions and pictures.

Abu Dhabi

1 The snow and sculpture festival takes place in Harbin, China. It is one of the most **highlights** in winter tourism. The world's largest winter festival.

Ice Festival

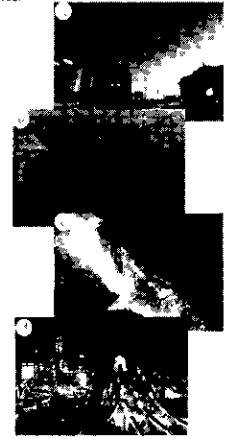
2 This is the largest festival of sculptures in the world. It is a celebration of the art of the frozen. It is held in the city of Igarka, Russia. It is a festival between Zomba and Zomba.

Victoria Falls

3 This is a natural **sinkhole** in the heart of Belize. It is a natural wonder of the world. It is a natural wonder of the world. It is a natural wonder of the world.

The Blue Hole

4 It is the tallest of the world's **skyscrapers**. It is a natural wonder of the world. It is a natural wonder of the world. It is a natural wonder of the world.



#### 2 Listen to the conversation and use some of the expressions in it to discuss which of the speakers you agree with. 48

- 1 I would definitely.
- 2 I agree. That must be fantastic, a wonderful experience!
- 3 That must be breathtaking!
- 4 I would like to go.
- 5 I would not.

Imagine you won the lottery. Discuss in small groups where you would like to go and say why. Use expressions similar to the ones in the model above.

Work with your team classmates. Discuss the proposals you selected in the Collection of Evidence Template on page 167 and choose one. Include expressions from the lesson.



#### Glossary

**highlight** a special event or activity that is of special interest  
**sinkhole** a hole in the ground  
**skyscraper** a very tall building in a city

### Closing

We recommend that you go to the Vocabulary Games section of the Game Bank on page ix and play *Making Sentences*.


## Achievements

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


### Opening

We suggest that you scramble the word *camping* on the board and ask students to guess which word it can be. You can say that the first letter is c. Give them some hints so they can guess. Invite students to write any ideas about camping. They can write places, activities, animals, etc.


### Development

 Read the text individually and answer the questions. Then compare your answers with a classmate.

You may want to direct students' attention to the notice and elicit the name of the school. Ask who the message is directed to. It is a good idea to have students read the questions and underline key words so they can focus on the necessary information while they read. Ask them to read the text on their own and answer the questions on a separate sheet of paper. We suggest you monitor and provide help if necessary. Check answers as a class. Tell students to keep their work in their portfolios.

 Work in pairs and use the information in the notice to design the camp itinerary.

It may be helpful to divide the class into pairs. Explain that they should plan an itinerary for three days at the camp and that they should discuss, listen to their classmates and propose ideas on how to spend the weekend at the camp, using the information on the notice. We suggest you monitor the activity closely to help with any problems. Invite volunteers to share their itinerary with the class. Vote on the most attractive proposal.

 Compare your itinerary with another pair of classmates.

You may like to ask pairs to join another pair to form a group. Invite them to share their itineraries and complement their own, if they got useful ideas from their classmates. At the end, you could lead a class discussion and invite volunteers to share their experiences in camps, if any. If they haven't been to one, ask where they would like to go and with whom.

 Read the text individually and answer the questions. Then compare your answers with a classmate.

1. What is the notice for?
2. What is the name of the school?
3. How long is the camp?
4. Where is the camp located? Why do you think the bear?
5. What will the campers be doing?
6. How can students register for the camp?

Rocks Hill Junior  
High School

End of year camp  
for 1st, 2nd and 3rd grad students

The best way to finish your school year from Jan. 7 day camp  
can be to participate. Be as excited as you can about it. We will  
offer you a lot of fun activities. You will be able to enjoy fishing,  
water sports, horse riding, swimming, archery, etc. We will also  
offer you a chance to win a prize. The camp is open to all  
boys and girls. You will be able to enjoy it. For more information  
please contact your teacher.

For more information, please contact your teacher.

Work in pairs and use the information in the notice to design the camp itinerary.

PLAN YOUR ITINERARY

Day	Activity	Time	Location
Friday	Arrival at the camp	8:00 AM	Campsite
Saturday	Fishing	9:00 AM - 12:00 PM	Lake
Sunday	Horse riding	10:00 AM - 1:00 PM	Stables
Monday	Swimming	9:00 AM - 12:00 PM	Swimming pool
Tuesday	Archery	9:00 AM - 12:00 PM	Archery range
Wednesday	Fishing	9:00 AM - 12:00 PM	Lake
Thursday	Horse riding	10:00 AM - 1:00 PM	Stables
Friday	Swimming	9:00 AM - 12:00 PM	Swimming pool
Saturday	Archery	9:00 AM - 12:00 PM	Archery range
Sunday	Fishing	9:00 AM - 12:00 PM	Lake

Compare your itinerary with another pair of classmates.

Read pages 112 to 113 in the (book) and do the task.

Unit 10 Value of Time

Term 3

### Closing

We recommend that you go to the Just For Fun section of the Game Bank on page x and play *Ten Things*.



#### Reading Time

**Fiction: San Francisco, Here We Come!**

This is the last part of the story and it is a good opportunity to make students aware of the organization of the twins regarding the itinerary. We suggest you invite them to read pages 112 to 113 first and have them do task 3 on page 113. You may want to check their answers as a class and elicit any ideas about what the twins might decide to do. After that, you could ask them to read page 114 on their own. Finally, ask students to take this opportunity to complete an itinerary as practice for their Final Product. Explain that they should use all the information they have read about the twins in order to complete the post-reading task on page 115. They can do this for homework.

## Achievements

Enlist proposals of destinations and ideas about travel. Reflect on ways to negotiate ideas and proposals (e.g., *Are you sure we...? That's quite a good idea, We really should go there, etc.*) Recognize emotions in the language that are used to persuade.

**Suggested Materials:** travel magazines, maps

### Landing!

#### Getting Ready for the Final Product

We suggest that you ask students to work in the same pairs they did on page 120. Ask them to go to the Collection of Evidence Template on page 161. Then they should work with another pair in order to negotiate and give their opinions. After a while, we suggest you encourage them to decide on a single proposal. Once they have chosen a place to go to, they can work on their Mind Map on page 149. You may remind them of the itinerary the twins in the reader planned and encourage them to organize the activities per day. It is a good idea to suggest that they should take into consideration the number of activities they plan per day. You should make them aware of the time visiting parks or museums takes. You may give students time to work on their product and provide help when necessary.

#### Planning an itinerary

- When students have finished, you may ask them if they consider necessary to write a clean version of their itinerary. Perhaps the one they wrote on the mind map is clear enough. Finally, you could invite students to share their itinerary with the class so that, at the end, they say which one they found more interesting.

#### Teacher's Tip



You may like to ask students to use the expressions they learned in the unit to reach a consensus. Monitor and help if necessary.

#### TIC link

You may tell students that they can take a look at this app with tips to plan an itinerary. They can even use it for free to plan their next vacation. Have fun! <https://www.tripit.com/#sm.0000bxwop19nre y8rm913ocwvxjr7>

#### Reflection

At the end of the unit, you may want to read the statements in the reflection box aloud and explain any unknown words. Ask students to mark ✓ if they think they did what the statement says or ✗ if they didn't.

#### Self-evaluation

It may be useful for students to look at the statements and mark them individually in order to reflect on their

### Landing!

#### Getting Ready for the Final Product

Work with your team. **Task name:** Use the information in the Collection of Evidence Template on page 161 and the Mind Map on page 149 to plan and write an itinerary for the class vacation.

1. On a separate sheet of paper, write a clean version of your itinerary.
2. Share your itinerary with the class and vote on the most attractive one.

Use the conclusions in this unit to discuss your class's trip choices. Indicate your interests in the phases and activities suggested.

Complete (✓ or ✗) the reflection and self-evaluation charts.

I feel confident using different sources to look up information.  
I discussed politely to come to an agreement with the members of my team.  
I enjoyed working on an itinerary.  
I learned interesting information when I planned the itinerary.

I can...

plan an itinerary successfully.  
search for and select relevant information to plan an itinerary.  
refound my ideas on a proposal.  
listen to and express pros and cons to come to an agreement.



Extract from pages 122-123

learning, progress and performance. Divide the class into pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on those aspects they did not feel confident about, such as going over the specific lessons where those aspects are dealt with again, or asking you for help.

#### Evaluation Instrument

Consider choosing a number of students you would like to evaluate this month. Make one photocopy of the Evaluation Instrument on page T123b per student. Complete the templates according to each student's performance and keep them as evidence of their progress.

**We recommend that you use Assessment 10 on page T133.**

**Time for the Term 3 Assessment!**  
**We suggest you go to page T140.**

## Travel Ideas and Proposals

**1** List two travel proposals from the unit.

1. \_\_\_\_\_

2. \_\_\_\_\_

**2** Write information about each proposal.

1. Who is it ideal for?

Proposal 1 \_\_\_\_\_

\_\_\_\_\_

Proposal 2 \_\_\_\_\_

\_\_\_\_\_

2. How long is it?

Proposal 1 \_\_\_\_\_

\_\_\_\_\_

Proposal 2 \_\_\_\_\_

\_\_\_\_\_

3. What can you do?

Proposal 1 \_\_\_\_\_

\_\_\_\_\_

Proposal 2 \_\_\_\_\_

\_\_\_\_\_

4. What advantages and disadvantages are mentioned?

Proposal 1 \_\_\_\_\_

\_\_\_\_\_

Proposal 2 \_\_\_\_\_

\_\_\_\_\_

# Evaluation Instrument

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Questionnaire

**1** Use the scale below to evaluate each student's performance.

- 4 - The student does it extremely well.**
- 3 - The student does it consistently well with few difficulties.**
- 2 - The student shows some difficulties but manages to accomplish tasks.**
- 1 - The student rarely accomplishes a task.**

1. Does the student use different sources efficiently in order to look for information about travel destinations?	4	3	2	1
2. Does the student show ability to sort out and discard information?	4	3	2	1
3. Can the student make notes of ideas and proposals?	4	3	2	1
4. Does the student use appropriate language when analyzing and negotiating proposals?	4	3	2	1
5. Does the student use appropriate body language when expressing points of view?	4	3	2	1
6. Does the student speak loudly and clearly enough for others to understand him / her?	4	3	2	1

**2** Provide feedback and suggest ways of improving.

You can use the information from these evaluations to identify areas of knowledge that need to be reinforced and plan remedial sessions about them. You can also tell students which those areas or specific points are and encourage them to work on them in small groups.

**1** Number the expressions according to the places. \_\_\_\_ / 6

1. restaurant 2. shoe store 3. café 4. drugstore 5. museum 6. department store

\_\_\_\_ I'd like to buy a sweater for my dad, please.

\_\_\_\_ No, thanks. Just the salad.

\_\_\_\_ Hi! We'd like to see the exhibition.

\_\_\_\_ Hi. I'd like to see those orange sneakers, please.

\_\_\_\_ Hello! I'd like a black coffee, please.

\_\_\_\_ Good morning. I'm looking for this medicine.

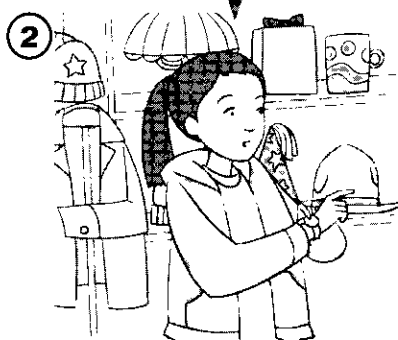
**2** Number the sentences according to the scenes below. \_\_\_\_ / 5

I want a hat for my birthday party! I'm going to try that one.

Could you please hurry up?!

May I suggest another size?

Sure...



1. The girl is impatient in scene number \_\_\_\_.
2. The boy is amused in scene number \_\_\_\_.
3. The boy is bored in scene number \_\_\_\_.
4. The girl is enthusiastic in scene number \_\_\_\_.
5. The girl is angry in scene number \_\_\_\_.

**3** Complete the dialogue. \_\_\_\_ / 4

A: Flying Pizzas. Can I (1) \_\_\_\_\_?

B: Yes, (2) \_\_\_\_\_ a small vegetarian pizza, please.

A: Sure. (3) \_\_\_\_\_ else?

B: No, (4) \_\_\_\_\_.

A: We'll deliver your order right away!





**1** Read the text. Then use the underlined words to label the pictures. \_\_\_\_\_ / 5

## THE SWORD IN THE STONE

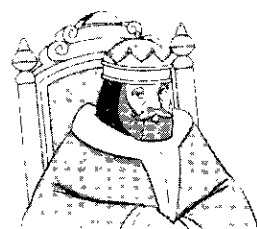
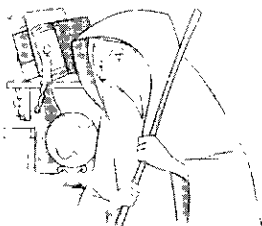
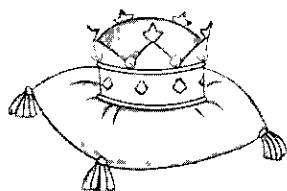
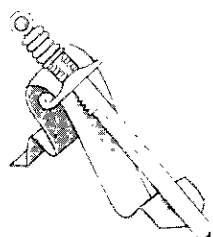
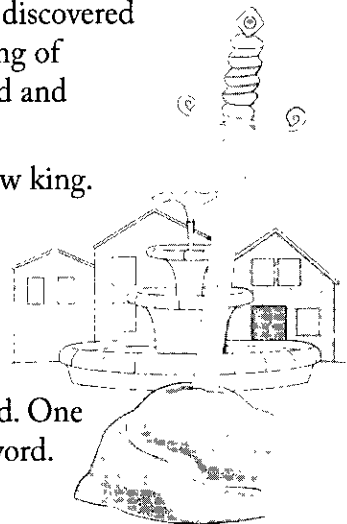
A long time ago, the king Uther Pendragon reigned over Britain. One day, he discovered that some people wanted to kill Arthur, his baby, because he was the future king of Britain. Uther Pendragon asked his friend Merlin, the wizard, to take the child and protect him.

When Uther Pendragon died, Merlin needed to prove that Arthur was the new king. So he put a big and heavy sword into a stone and wrote below it:

**ONLY THE REAL KING OF BRITAIN CAN  
PULL THIS SWORD FROM THIS STONE.**

Every day a lot of strong knights tried to draw out the sword, but no one could. One morning, when Arthur was playing, he jumped on the stone and pulled the sword. The sword came out! Merlin crowned Arthur and everybody was very happy!

When he received the crown, Arthur was a young boy. With time, he became a very brave king!

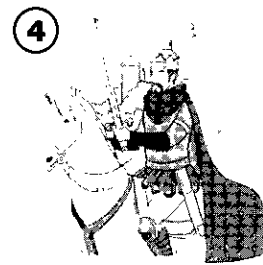
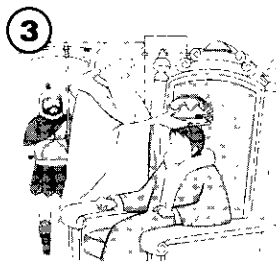
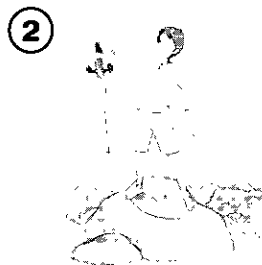
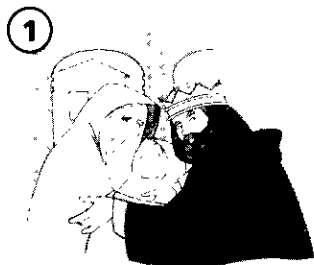


1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**2** Read the text again and match the verbs with their meanings. \_\_\_\_\_ / 6

- |                |  |
|----------------|--|
| 1. to protect  | a. to find   |
| 2. to reign    | b. to govern a kingdom   |
| 3. to prove    | c. to give royal power placing a crown on the head of a person |
| 4. to kill     | d. to demonstrate  |
| 5. to discover | e. to keep safe  |
| 6. to crown    | f. to cause to die   |

**3** Read the text again and write a sentence to describe each picture. \_\_\_\_\_ / 4



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1 Match each part of speech with its corresponding abbreviation and example. \_\_\_\_\_ / 4**

Part of speech	Abbreviation	Example
adjective	v.	shines
adverb	pron.	for
article	n.	brilliantly
conjunction	art.	a
noun	conj.	new
preposition	adj.	and
pronoun	prep.	day
verb	adv.	us

**2 Read and complete the information about the underlined words using a bilingual dictionary. \_\_\_\_\_ / 5**

Americans and the British speak English, but not in exactly the same way! They pronounce and spell some words differently: compare *color* (AmE) and *colour* (BrE). Are there also cultural differences? Well, the British drive on the left side of the road, while Americans drive on the right.

	Part of speech	Translation
pronounce		
cultural		
differently		
on		
differences		

**3 Number the components of the dictionary entry according to their definitions. \_\_\_\_\_ / 6**

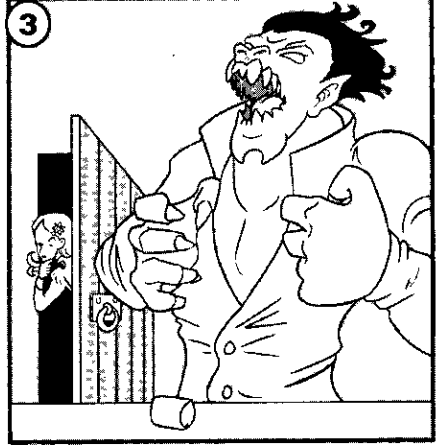
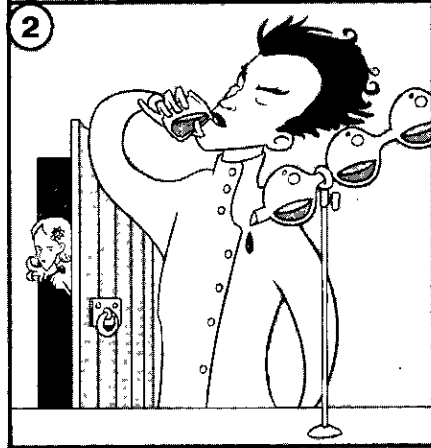
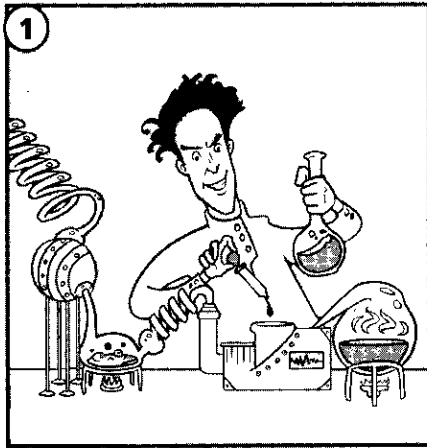
- |                               |                            |                          |
|-------------------------------|----------------------------|--------------------------|
| 1. Pronunciation of the word  | 2. Example of use          | 3. Part of speech        |
| 4. Second meaning of the word | 5. Translation of the word | 6. The forms of the word |

**fish** ['fish] *n.* (*pl. fish*) 1. pez: *He swims like a fish.*  
 → 2. (carne de) pescado: *Would you like some fish?* *v.* 1. pescar: *I love to go fishing!* 2. sacar (del bolsillo): *He fished a coin out of his pocket.*

1 Look at the comic and circle the corresponding genre. \_\_\_\_ / 1

- a. action      b. romantic      c. horror      d. drama



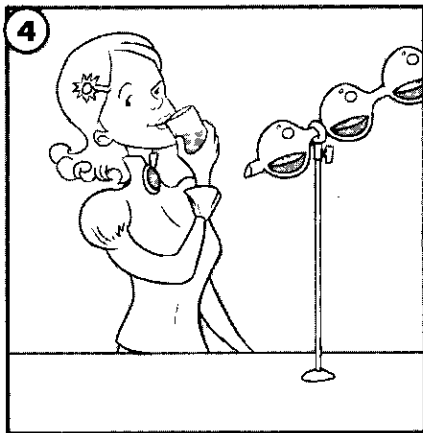
2 Write the number of the picture that illustrates each scene. \_\_\_\_ / 3

Dr. Torkel: (shouting) I'm coming!!!  
Vivian: Where is he going???

Dr. Torkel: Now they will know who I am!  
Vivian: (from behind the door) Oh no!  
He completed the potion!

In Dr. Torkel's lab:  
Dr. Torkel: (murmuring) Three more drops of this and...

3 Write the dialogues for scenes 4 and 5. \_\_\_\_ / 6



\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

## Assessment 5

### 1 Complete the forecasts according to the symbols. \_\_\_\_ / 6

foggy	rainy	snowy	cloudy	sunny	windy
-------	-------	-------	--------	-------	-------

Tomorrow it will be (1) \_\_\_\_\_ and (2) \_\_\_\_\_ in Paris.

In Madrid, it will be (3) \_\_\_\_\_ but (4) \_\_\_\_\_.

In London, it will be (5) \_\_\_\_\_ and (6) \_\_\_\_\_.

### 2 Write the canary's predictions using the prompts. Make sure you use the correct form of the verbs. \_\_\_\_ / 4

receive a call / an old friend / you

1. \_\_\_\_\_

take a trip / the world / you

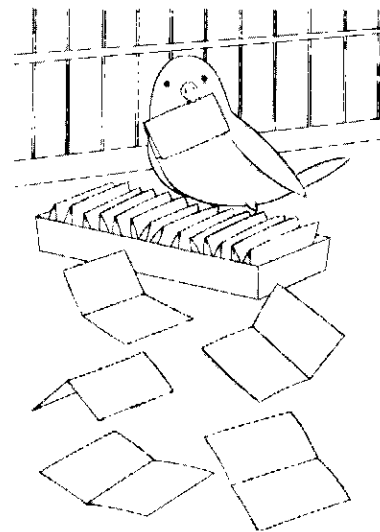
2. \_\_\_\_\_

a friend / invite / you / a party

3. \_\_\_\_\_

fall in love / next summer / you

4. \_\_\_\_\_



### 3 Unscramble the questions. \_\_\_\_ / 4

1. study / you / Will / another / language / ?

\_\_\_\_\_

2. marry / children / you / and / ? / have / Will

\_\_\_\_\_

3. travel / you / ? / country / Will / your / around

\_\_\_\_\_

4. of / you / ? / lot / read / books / a / Will

\_\_\_\_\_

### 4 Answer the questions according to your plans. \_\_\_\_ / 1



**1 Read and complete the dialogue using *and*, *but* or *because*. \_\_\_\_\_ / 3**

ALLAN: Hey! This music is boring!  
 LUCY: I think classical music is awesome!  
 ALLAN: I think it's horrible! Let's do something else... Do you like cycling?  
 LUCY: I think cycling is fun, (1) \_\_\_\_\_ I'm tired now.  
 ALLAN: What about rock climbing? I enjoy rock climbing (2) \_\_\_\_\_ it relaxes me.

LUCY: You're kidding! Rock climbing is scary!  
 ALLAN: OK, let's go dancing!  
 LUCY: Are you nuts!?  
 ALLAN: Why?  
 LUCY: Dancing is cool, but it's 4 pm!  
 ALLAN: Well, why don't we order a pizza now (3) \_\_\_\_\_ go dancing after that?  
 LUCY: That sounds better. Let's do it.

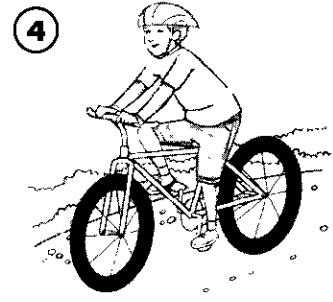
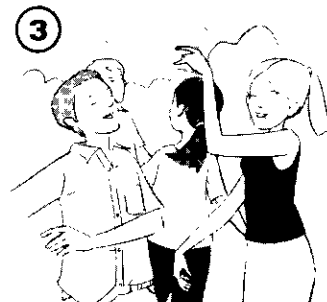
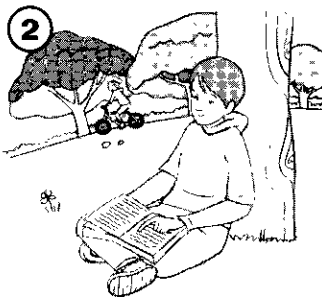
**2 Read the dialogue again and underline the correct options. \_\_\_\_\_ / 3**

- |  |  |
|--|--|
| 1. Lucy <i>likes</i> / <i>doesn't like</i> classical music.  | 2. Allan <i>likes</i> / <i>doesn't like</i> rock climbing.     |
| 3. Allan <i>likes</i> / <i>doesn't like</i> classical music. | 4. Lucy <i>likes</i> / <i>doesn't like</i> dancing.            |
| 5. Lucy <i>likes</i> / <i>doesn't like</i> cycling.          | 6. Lucy <i>likes</i> / <i>doesn't like</i> Allan's final plan. |

**2 Match the sentence parts. \_\_\_\_\_ / 3**

- |                                   |               |
|-----------------------------------|---------------|
| 1. You don't like extreme sports, | a. don't you? |
| 2. You love painting,             | b. isn't it?  |
| 3. Tennis is boring,              | c. do you?    |

**3 Look and unscramble the names of the activities. \_\_\_\_\_ / 2**



                     higink

                     redangi

                     dagincn

                     glincyc

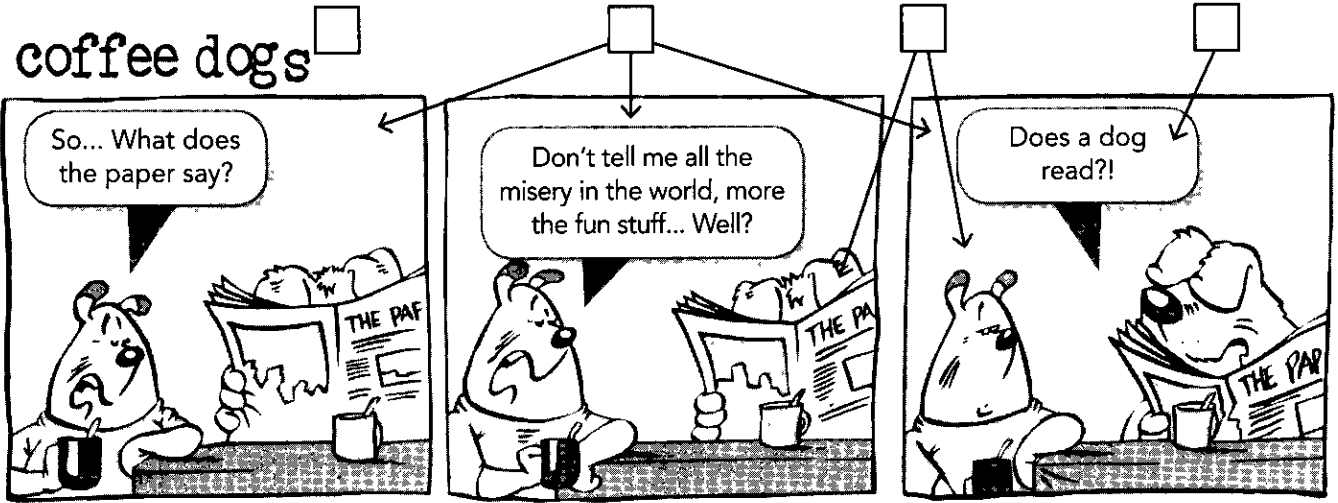
**4 Draw a face next to each activity, according to your likes and dislikes. Then write the corresponding sentence. \_\_\_\_\_ / 4**

	= love		= like		= don't like		= hate
--	--------	--	--------	--	--------------	--	--------

- |            |          |
|------------|----------|
| 1. I _____ | 2. _____ |
| 3. _____   | 4. _____ |

**1** Number the parts of the comic strip. \_\_\_\_ / 4

1. title 2. characters 3. speech bubble 4. panels



**2** What genre is the comic strip? \_\_\_\_ / 1

1. \_\_\_\_\_

**2** Choose one superhero you know and complete the chart. \_\_\_\_ / 2

Name	
Abilities	
Accessories	

**3** Now write the description of your superhero. \_\_\_\_ / 4

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3** Match the questions with their functions. \_\_\_\_ / 4

- |                                    |   |
|------------------------------------|---|
| 1. What do you think about this?   | a. To show good manners.                        |
| 2. Why did you do that?            | b. To know if the other person agrees with you. |
| 3. Do you agree?                   | c. To know why somebody did something.          |
| 4. Good morning. Do you need help? | d. To ask for someone's opinion.                |

**1** Match the words with their definitions. \_\_\_\_\_ / 6

- |               |   |
|---------------|---|
| 1. grammar    | a. to grow or become bigger or more advanced                      |
| 2. develop    | b. located outside of your own country                            |
| 3. dialect    | c. the set of rules that explain how words are used in a language |
| 4. roots      | d. the words that make up a language                              |
| 5. foreign    | e. a regional variety of language                                 |
| 6. vocabulary | f. origin or source   |

**2** Look at the picture and underline the best title for it. \_\_\_\_\_ / 1

1. The Languages of the World
2. How to Greet in Several Languages
3. How to Find a Language Course

**3** Read the text. Then read the sentences and underline the correct options. \_\_\_\_\_ / 3

*English is the language that originally developed in England. It descends from the language spoken by Germanic tribes around 450 AD. English vocabulary was very much influenced by Danish invaders around 800 AD. All the dialects spoken in England developed into Old English. English changed a lot from all those invasions. The evolution continued and then came Middle English, which is easier to understand than Old English, but still a little different from today's English. English continued developing and is believed to have the largest vocabulary of any language in the world.*

1. English comes from the language spoken by...
 

a. Norman invaders	b. Germanic tribes.	c. Old English tribes.
--------------------	---------------------	------------------------
2. Middle English is...
 

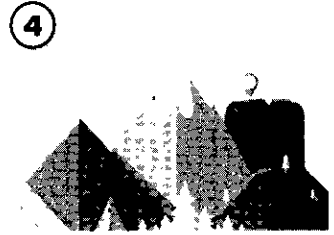
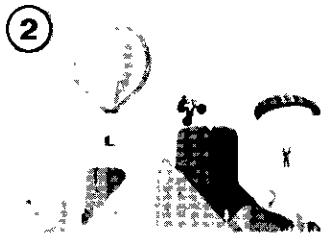
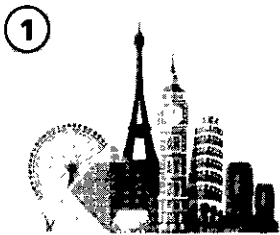
a. a little difficult to understand.	b. the same as Modern English.	c. a completely different language.
--------------------------------------	--------------------------------	-------------------------------------
3. English has...
 

a. more words than any language.	b. less words than any language.	c. the same number of words as Spanish.
----------------------------------	----------------------------------	---



**1** Read the ad and circle the corresponding picture. \_\_\_\_ / 1

**Come enjoy an adventure! You will enjoy  
the waves, the mountain and the air.  
Come do some extreme sports with us.  
An experience to  
remember!**



**2** Write a 5-day itinerary for any of the other pictures. \_\_\_\_ / 5

Day 1: \_\_\_\_\_

Day 2: \_\_\_\_\_

Day 3: \_\_\_\_\_

Day 4: \_\_\_\_\_

Day 5: \_\_\_\_\_

**3** Look at the pictures in Activity 1 and number the sentences accordingly. \_\_\_\_ / 4

1. I love architecture! \_\_\_\_
2. Look at the dolphins! I love the ocean. \_\_\_\_
3. My hiking boots are perfect for this trip! \_\_\_\_
4. I had never surfed before! \_\_\_\_

**4** Match the columns to complete short conversations. \_\_\_\_ / 5

- |  |   |
|--|---|
| 1. I loved the boat trip.                | a. I agree. It was very nice.             |
| 2. We should visit the Botanical Garden. | b. I'm tired. Let's go by bus.            |
| 3. People say it is beautiful.           | c. I hated it. I got seasick.             |
| 4. Let's walk to the museum.             | d. Really? I prefer walking on the beach. |
| 5. I love hiking.                        | e. No, I prefer the zoo.                  |

Name: \_\_\_\_\_

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

## Part 1 Grammar ( \_\_\_\_ / 15)

### Unscramble the statements.

1. take / I / Can / ? / order / your

\_\_\_\_\_

2. want / Do / anything / ? / else / you

\_\_\_\_\_

3. please / I'd / large / Yes / , / like / four / sodas / .

\_\_\_\_\_

4. have / phone / your / ? / Can / I / number

\_\_\_\_\_

5. away / order / . / deliver / right / We'll / your

\_\_\_\_\_

### Circle the correct option: A, B or C.

6. The emperor... all his money on clothes.

**A** took

**B** wrote

**C** spent

7. One day, the princess... sick.

**A** become

**B** became

**C** come

8. A woman... the shoemaker a lot of money for the shoes.

**A** pay

**B** ran

**C** paid

9. An encyclopedia is a book that... information about many different topics.

**A** have

**B** contains

**C** contain

10. Entries in a dictionary are... in alphabetical order.

**A** listed

**B** list

**C** listing

### Complete the sentences using the words in the box.

could	might	need to	would	can
-------	-------	---------	-------	-----

11. We \_\_\_\_\_ go to the movies if my dad gets home early.

12. \_\_\_\_\_ you open the window, please?

13. \_\_\_\_\_ you pass me the salt?

14. John \_\_\_\_\_ run as fast as I can. I saw him yesterday!

15. You \_\_\_\_\_ be punctual if you want to catch the train.

Name: \_\_\_\_\_

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

**Part 2 Reading ( \_\_\_\_\_ / 10)**

Read and circle *Right*, *Wrong* or *Doesn't say*.

**Dracula**

1 Last week I was helping my cousin do his homework. He had to write some information about Count Dracula.

I told him I didn't know everything but I could give him some facts. I know it's a horror novel that was written by an Irish writer, Bram Stoker. My cousin told me it was published in 1897 and it's Stoker's masterpiece. He said that the original title for the novel was "The Dead Un-Dead." I didn't know that.

The title sounded so interesting that we decided to read more about it. We found out that the novel is about a young lawyer, Jonathan Harker, who travels to Transylvania to help a rich nobleman, Count Dracula, buy an estate in England. As Harker is on his way to his destination, people tell him about the dangers in getting to his destination. He doesn't believe anything they say and decides to continue his journey but he is scared.

When Harker meets the Count he thinks everything is fine as Dracula is a well-educated and hospitable man. After a few days, Harker realizes that he is a prisoner in the castle. He fears for his life and tries to escape from the castle by climbing down the walls.

We haven't read the novel so we know nothing about the plot or the ending. We got really excited. I asked my parents to buy the book for me. I would like to start reading it this summer!

1. The narrator's cousin is a boy.

**A** Right    **B** Wrong    **C** Doesn't say

2. The narrator knew something about the novel.

**A** Right    **B** Wrong    **C** Doesn't say

3. Count Dracula was Irish.

**A** Right    **B** Wrong    **C** Doesn't say

4. The young lawyer is not scared.

**A** Right    **B** Wrong    **C** Doesn't say

5. The narrator knew the ending but he didn't say.

**A** Right    **B** Wrong    **C** Doesn't say

**Circle the correct option: A, B or C.**

6. What was the homework about?

- A** Writing about any book.
- B** Writing about Count Dracula.
- C** Writing about any horror novel.

7. Who was Bram Stoker?

- A** Count Dracula.
- B** The author of the novel.
- C** The teacher.

8. Why did they read more about the novel?

- A** Because they love horror books.
- B** Because they liked how the title sounded.
- C** Because they liked the author.

9. Why does Harker go to Transylvania?

- A** To buy an estate in England.
- B** To help someone buy an estate in England.
- C** To buy an estate in Transylvania.

10. Does the narrator want to read the whole book?

- A** Yes.
- B** No.
- C** It doesn't say.

Name: \_\_\_\_\_

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

## Part 3 Writing ( \_\_\_\_ / 10)

Read the notice and write a brief advertisement convincing people to show respect.




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## Part 4 Speaking ( \_\_\_\_ / 10)

**Student A:** You are at home and hungry. Place an order on the phone.

### *Flying Colors Café*

<b>Food</b>	
Chicken sandwich	\$2.50
Tuna fish wrap	\$2.00
Brownie	\$1.25
Muffin	\$1.25
Lemon cake	\$1.50
<b>Drinks</b>	
Coffee	\$1.20
Tea (black, apple cider, green)	\$1.50
Milkshake (chocolate, banana, strawberry)	\$3.00
Water	\$1.00
Soda	\$2.00

## Part 5 Speaking ( \_\_ / 10)

**Student B:** You are picking up phone orders for the Flying Colors Café.

People:

Order:

Drinks:

Dessert:

Total:

Name: \_\_\_\_\_

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

## Part 1 Grammar ( \_\_\_\_ / 15)

### Unscramble the statements.

1. read / you / Do / like / ? / novels / to  
\_\_\_\_\_
2. playing / love / sports / . / I  
\_\_\_\_\_
3. your / ? / What / favorite / is / activity / leisure  
\_\_\_\_\_
4. global / greatest / will / ? / warming / the / Where / be  
\_\_\_\_\_
5. patterns / happen / ? / to / to / is / What / going / rainfall  
\_\_\_\_\_

### Circle the correct option: A, B or C.

6. You love diving, ...?  
**A** you don't  
**B** don't you  
**C** does you
7. You don't like diving, ...?  
**A** you don't  
**B** you do  
**C** do you
8. But it's equally important, ...?  
**A** is it  
**B** isn't it  
**C** it isn't

9. You enjoyed the party, ...?  
**A** didn't you  
**B** you did  
**C** you didn't
10. I didn't show you the picture, ...?  
**A** didn't I  
**B** did I  
**C** I did

### Complete the sentences using the words in the box.

eyes   pumps   diaphragm   sense   skull

11. Each person has five \_\_\_\_\_ organs.
12. Your \_\_\_\_\_ blink.
13. A human \_\_\_\_\_ has 29 bones.
14. The heart \_\_\_\_\_ blood.
15. When you breathe in, the \_\_\_\_\_ contracts.

Name: \_\_\_\_\_

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

**Part 2 Reading ( \_\_\_\_ / 10)**

Read and circle *Right*, *Wrong* or *Doesn't say*.

**Latest Colin Impacts**

1 Tropical Storm Colin hit Florida late this evening. Experts have explained that the storm will bring heavy rain and flooding, especially in the Southeast. The storm might also generate  
5 a few tornadoes as well as coastal flooding. Winds are as strong as 50 mph, causing trees to fall down. Heavy rain was reported this morning near Tallahassee reaching 6.35 inches. Many areas across Florida will be affected by  
10 heavy rain. This may result in flooding in some locations.

According to the National Hurricane Center, Colin is located about 70 miles east of Apalachicola, Florida and is moving to the  
15 northeast. Meteorologists have stated that the maximum wind speeds are 50 mph as of Monday evening and stronger winds are expected on Tuesday.

People have been asked to avoid driving if  
20 possible and to find a building to take shelter in, in case of very strong winds. As for tornadoes, people are advised to stay in their vehicles or get out of their way by driving out of their path. And when there is excessive rainfall, they should  
25 avoid areas where water is covering the roads.

For more information, click here.

1. The storm will cause many deaths.

**A** Right    **B** Wrong    **C** Doesn't say

2. Tornadoes, flooding and heavy rain are some of the events that will occur.

**A** Right    **B** Wrong    **C** Doesn't say

3. It's dangerous to stay near trees.

**A** Right    **B** Wrong    **C** Doesn't say

4. Winds stronger than 50 mph are expected.

**A** Right    **B** Wrong    **C** Doesn't say

5. If people are in their cars, they should stay there during a tornado.

**A** Right    **B** Wrong    **C** Doesn't say

**Circle the correct option: A, B or C.**

6. What is causing trees to fall down?

**A** Heavy rain.

**B** Winds.

**C** Flooding.

7. In what direction is Colin moving?

**A** Northeast.

**B** Southeast.

**C** Everywhere.

8. When are stronger winds expected?

**A** Monday evening.

**B** Late this evening.

**C** Tuesday.

9. What are the recommendations?

**A** Driving and finding a shelter.

**B** Avoid driving and try to find a shelter.

**C** To drive near the tornadoes.

10. Who is giving information about Colin?

**A** People.

**B** People from Tallahassee.

**C** The National Hurricane Center and meteorologists.

Name: \_\_\_\_\_

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

Part 3 Writing ( \_\_\_\_ / 10)

Make five predictions about our planet in the future.



- 1. \_\_\_\_\_
- \_\_\_\_\_
- 2. \_\_\_\_\_
- \_\_\_\_\_
- 3. \_\_\_\_\_
- \_\_\_\_\_
- 4. \_\_\_\_\_
- \_\_\_\_\_
- 5. \_\_\_\_\_
- \_\_\_\_\_

Part 4 Speaking ( \_\_\_\_ / 10)

**Student A:** You are at a birthday party. You meet Student B. You have to find out five things about him/her and ask him/her the reasons:

- 1. Favorite food
- 2. Favorite sport
- 3. Least favorite school subject
- 4. Least favorite animal
- 5. Favorite TV show

Part 5 Speaking ( \_\_\_\_ / 10)

**Student B:** You are at a birthday party. You meet Student A. You have to find out five things about him/her and ask him/her the reasons:

- 1. Least favorite food
- 2. Least favorite sport
- 3. Favorite school subject
- 4. Favorite animal
- 5. Favorite movie



Name: \_\_\_\_\_

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

**Part 1 Grammar ( \_\_\_\_ / 10)**

**Unscramble the statements.**

1. A footnote / . / bottom / comment / page / of a / at the / is a

\_\_\_\_\_

\_\_\_\_\_

2. an alphabetical / . / is / A glossary / of words / list / with / their meanings

\_\_\_\_\_

\_\_\_\_\_

3. *biodiversity* / What / ? / definition / is / of / the

\_\_\_\_\_

4. comments / . / Now / hear / I'd / to / like / your

\_\_\_\_\_

5. any / ? / Do / doubts / have / you

\_\_\_\_\_

**Circle the correct option: A, B or C.**

1. Comic strips... include graphic and textual components.

**A** usually

**B** never

**C** sometimes

2. Before giving a presentation, you... define the language register you are going to use.

**A** should

**B** can't

**C** don't have to

3. At the end of the presentation,... the audience to ask questions.

**A** force

**B** invite

**C** prohibit

4. After the presentation,... your performance.

**A** forget about

**B** repeat

**C** reflect on

5. The hotel offers guided tours,... you have to pay extra money for them.

**A** but

**B** because

**C** and

**Complete the sentences using the words in the box.**

scenery	historical	exciting
best	freshly	

6. This tour offers one of the most \_\_\_\_\_ vacations.

7. You can see the most beautiful \_\_\_\_\_ in the world.

8. You can eat the most delicious, \_\_\_\_\_-caught fish.

9. See some of the most interesting \_\_\_\_\_ places in Europe.

10. Stay at the \_\_\_\_\_ hotels.



Name: \_\_\_\_\_

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

**Part 2 Reading****Read and circle *Right, Wrong or Doesn't say.***

1 Hello, dear fans of adventures. Thank you for reading my blog and for loving extreme sports!

I'm spending this vacation in California. I have been to many places. Last Wednesday, for

5 example, I arrived at a wonderful place called Sequoia National Park. There's something amazing about it, it's surrounded by the world's largest living things, the sequoia trees!

It has been nice and warm so I went for a long

10 walk very early in the morning. There's nothing like waking up here. If you are looking for a mountain adventure, this is the place for you.

You can find everything from a cozy mountain lodge to a glowing tent cabin. Park planners

15 have created wonderful scenic drives so you can see big trees, impressive peaks, canyons and rivers.

There are so many activities you can do that you will never get bored. I don't want to leave

20 this place. I'll share some photos with you, I'm sure you will find them spectacular, but I will upload them tomorrow to make things more interesting! Stay in touch for more details!

1. She is on a radio show talking about her vacation.

**A** Right    **B** Wrong    **C** Doesn't say

2. She has only been to the Sequoia National Park.

**A** Right    **B** Wrong    **C** Doesn't say

3. The view from the road is amazing.

**A** Right    **B** Wrong    **C** Doesn't say

4. You can get bored there.

**A** Right    **B** Wrong    **C** Doesn't say

5. She has already uploaded the trip photos.

**A** Right    **B** Wrong    **C** Doesn't say

**Circle the correct option: A, B or C.**

6. Does she like extreme sports?

**A** Yes.

**B** No.

**C** It doesn't say.

7. How has the weather been?

**A** A little warm.

**B** Nice and warm.

**C** A little cold.

8. What did she do in the morning?

**A** Go on a scenic drive.

**B** Get bored.

**C** Go for a long walk.

9. Why was she so amazed by the sequoia trees?

**A** Because they were wonderful.

**B** Because they were amazing.

**C** Because they are the world's largest living things.

10. Is she ready to leave?

**A** She doesn't want to leave.

**B** She's leaving tomorrow.

**C** She's living there.

Name: \_\_\_\_\_

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

# Assessment Term 3

## Part 3 Writing ( \_\_\_\_ / 10)

Write the characters' words and thoughts on the lines.

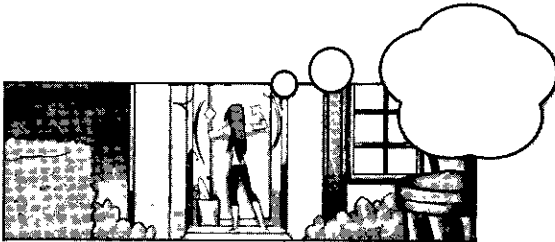
1



2



3



4



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

## Part 4 Speaking ( \_\_\_\_ / 10)

**Student A:** You are on vacation with a friend. Plan your day. You have to come to an agreement. You want to:

1. Wake up late
2. Go to the beach in the morning
3. Eat at the hotel
4. Take a nap in the afternoon
5. Go to bed early

**Student B:** You are on vacation with a friend. Plan your day. You have to come to an agreement. You want to:

1. Wake up early
2. Go to the beach in the morning
3. Eat at an Italian restaurant
4. Take a walk in the afternoon
5. Go to bed early



# Answer Key - Student's Book

## Unit 1

### Page 5

🗉 (from left to right) 4, 1, 6, 2, 3, 5

🗉 1. b, 2. a, 3. b, 4. b, 5. b, 6. a

### Page 6

🗉 3, 1, 2

🗉 face to face conversation, announcement, recorded instruction

🗉 1. at a school library, 2. classmates, 3. donate

🗉 1. Boy, 2. Librarian, 3. Boy, 4. Man, 5. Librarian,  
6. Librarian / (from left to right) 1, 2, 3, 6, 5, 4

### Page 7

🗉 angry, impatient, amused, bored

🗉 Answers will vary.

🗉 (from left to right) 2, 4, 5, 6, 1, 3

### Page 8

🗉 1. headphones, 2. laptop, 3. memory stick, 3. smartphone

🗉 1. A memory stick and a wireless mouse. 2. He decides to get this money back.

🗉 a dictionary

🗉 1. 2, 2. 1, 3. 1, 4. 1

🗉 (from left to right) 3, 2, 1, 4

### Page 9

🗉 Answers will vary.

🗉 Chicken sandwich, Muffin, Apple cider tea

🗉 1. A request, 2. An offer, 3. A recommendation

🗉 Introduction: Good afternoon. How can I help you? Body: Can I have a brownie, please? OK. Would you like anything to drink? / An apple cider tea. Sally, you should try it, it's really good. / OK. I'll have a tuna fish wrap and an apple cider tea. / Sure. Please, pay for your orders at the register, and then come back. Closing: And, let me know if you need anything else.

### Page 10

🗉 1. It is telephone conversation. 2. Answers will vary. 3. Answers will vary.

🗉 large / Alfredo / four / 20

🗉 1. E, 2. C, 3. E, 4. E, 5. C, 6. E

🗉 1, 6, 7. deliver, 3. Can I have, 4, 5. Anything, 2. I'd like

### Page 11

🗉 1. Hi, What time? 2. Good morning, What time would you prefer?, What are his fees?, May I have your name, please?

🗉 1. 2, 2. 1, 3. 2, 4. 1

🗉 Good morning / Hi; May I have your name, please? / What's your name? What are his fees? / How much is it?; What time would you prefer? / What time?

🗉 Answers will vary.

### Page 12

🗉 Hi, please, How much, please, Here you are, Thank you

🗉 1. ⬆: Do you want... pass? Are you going to pay for all of us, Bob? Are you kidding?  
2. ⬇: How much is it? For how many people? Where do we get the skates?

🗉 1. S 2. E, 3. B

🗉 1. bored, 2. angry, 3. rude, 4. kind, 5. angry, 6. serious

### Page 13

1. order, 2. appointment, 3. size, 4. prescription,  
5. scanner  
2, 4, 3, 1, 5

### Pronunciation Stop

2, 3, 1

## Unit 2

### Page 17

- King Arthur, Legend / Aesop, fable / Dracula, Bram Stoker, Horror / Little Red Riding Hood, The Brothers Grimm  
1. Dracula, 2. The Hare and the Tortoise, 3. Little Red Riding Hood, 4. King Arthur  
1. Little Red Riding Hood, 2. The Hare and the Tortoise, 3. Dracula, 4. King Arthur  
Answers will vary.

### Page 18

- (from left to right): 2, 1, 3, 6, 5, 4 (top)  
1. smart, 2. gold thread, 3. did not see, 4. parade,  
5. had no clothes on

### Page 19

- 1  
1. The princess, 2. The parents, 3. The children,  
4. The prince  
Answers will vary.

### Page 20

- 2, 1, 4, 3  
1. T, 2. F, 3. T, 4. F

### Page 21

- Answers will vary.  
Making other people happy makes you happy.  
Answers will vary.

### Page 22

1. b, 2. a, 3. b  
Be content with the things you have.  
1. K, 2. D, 3. K, 4. D  
1. The dog was walking around the market when he saw a juicy bone. 2. The butcher saw him when he was getting closer to the bone. 3. He saw another dog when he was crossing the bridge. 4. He was preparing to bite the dog when the bone fell out.

### Page 23

1. T, 2. F, 3. T  
1. was sleeping / ran away, 2. was walking / saw,  
3. was crying / washing, 4. was looking / brought, 5. were hiding / found,  
6. was shaking / opened  
Answers will vary.

### Page 24

1. Sheep and a wolf. 2. Answers will vary.  
Underline: One day, he decided to play a game. / People stopped working and went to the valley. The boy laughed. / The people were even angrier than the day before. / The people didn't help the boy and, unfortunately, the wolf ate all the sheep.  
1. The sheep, 2. The boy. 3. The boy, 4. The people  
Answers will vary.

### Page 25

1 Picture 1: He visited the ant. Picture 2: The ant and the grasshopper enjoyed a winter feast together.

1. The grasshopper understood that there is a time to work and a time to play.  
2. They knew that each contributes in the way he can.

grasshopper sang alone all summer-1, grasshopper helped his friend-2, ant worked with company-2, ant worked alone-1, ant shared his food-2, ant ate alone-1

Answers will vary.

### Unit 3

#### Page 29

1. bilingual dictionary, 2. picture dictionary,  
3. encyclopedia, 4. monolingual dictionary

1. 2, 2. 1, 3. 3, 4. 4

#### Page 30

1. bilingual, 2. top, 3. alphabetical, 4. cardinal numbers, 5. Roman numerals,  
6. between slashes

#### Page 31

definition, illustration

3 tíč, 1 enseñar, 2 *Jeremy teaches us how to use the computer.*

#### Page 32

1. c, 2. a, 3. b

ski, skillful, skip, skirt, skull, skunk, slam, slap

#### Page 33

1. Nouns (*n.*), 2. Verbs (*v.*), 3. Pronouns (*pron.*),  
4. Adverbs (*adv.*), 5. Adjectives (*adj.*), 6. Articles (*art.*),  
7. Conjunctions (*conj.*) 8. Prepositions (*prep.*)

1. n., 2. v., 3. adj., 4. art., 5. pron., 6. prep.,  
7. conj., 8. adv.

#### Page 34

1. play, 2. play, 3. play

1. v. 2. v. 3. n.

#### Page 35

1. speak, 2. They, 3. differently, 4. the, 5. in,  
6. different, 7. uniforms, 8. and

1. water, 2. tomato, 3. adult, 4. address

#### Page 36

Name of Country: UK / Capital City: London / Population: 8.7 million/ Official Language: English / Famous Places: Buckingham Palace, the London Eye, Tower Bridge, St. Paul's Cathedral and Big Ben.

UK, Buckingham Palace, London Eye, Tower Bridge, St. Paul's Cathedral, Big Ben, London (*Possible answers.*)

Australia, People, English, The, Canberra, It's, Sydney, Australia's common nouns: country, cars, iron, chemicals, products, people, cities, capital, city

#### Page 37

1c, 2b, 3d, 4a

a Finally, b Then, c First, d Next,

## Unit 4

### Page 41

1. The Kid, 2. Star Wars, 3. Pirates of the Caribbean

3, 1, 2

2, 3, 1

1. The Kid is a silent movie. 2. Answers will vary.

Films in the past were silent. Films in the past were in black and white.

Answers will vary.

### Page 42

1. b. 2. a

**Setting:** Scene 1: the woods, Scene 2: a bank, Scene 3: a train, Scene 4: a taxi

**Characters:** Scene 1: dog. Scene 2: robber. Scene 3: passengers, Scene 4: taxi driver

Scene 1: b, Scene 2: a, Scene 3: b, Scene 4: b

2, 1, 4

### Page 43

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

1. Drama, 2. Romance, 3. Action, 4. Horror

1. b, 2. d, 3. a, 4. d

Answers will vary.

### Page 44

2. a storyboard

1. Sad, 2. a present, 3. The hair clip is useless because the girl doesn't have long hair anymore.

### Page 45

is my wallet / surely taken / awfully sorry / really happy

### Page 46

Answers will vary.

Jake, Jake, Boy, Jake, Boy, Jake, Leslie

1. b, 2. a, 3. a

and, so, and, so

### Page 47

(clockwise) 5, 6, 4, 2, 3

Scene 2

1. asking for something, 2. offering something, 3. we require

Could, would, need

### Page 48

b. comedy

(Top, left to right) 1, 3

(Bottom, left to right) 2, 4

1. How characters behave and what emotions they show. 2. It helps the director to give instructions to the actors. 3. Character Names

**Scene 5:** Mother Julia, it's time to go. Girl: Yes, mom, I'm ready to go now.

**Scene 6:** Girl: (asking) Can I go on a slide? Mother: (sad) I'm sorry, but you can't the paint is wet

### Page 49

#### Pronunciation Stop

Circle: cup, truck, duck, cut

## Unit 5

### Page 53

Ⓐ a 5, b 2, c 3, d 4, e 1

Ⓒ 1. weather forecast, 2. sports, 3. horoscope, 4. science, 5. technology

### Page 54

Ⓐ cloudy, foggy, windy

1. The key gives us information about the weather.

Ⓐ GB (foggy), FR (rainy), SP (hot), GR (sunny)

1. For tomorrow.

2. To the public.

Ⓒ Spain: not, sunny. Greece: will be, hot. France: windy. Great Britain: will be, will snow, will be. Italy: will be, cloudy.

### Page 55

Ⓐ Dallas

Ⓒ Answers will vary.

### Pronunciation Stop

1, 4, 5

### Page 56

Ⓐ Answers will vary.

Ⓐ 1. Your life is going to change dramatically. 2. You will help a friend in need.

3. You are going to take a trip around the world. 4. You will make a great contribution to the world. 5. An interesting stranger will enter your life, but you will not marry him.

### Page 57

Ⓐ Answers will vary.

Ⓐ 1. made, 2. will rise, 3. ridiculed, 4. considered,

5. comes, 6. don't know, 7. will cause, 8. change

Ⓐ 1. Warming will be greatest at the poles. 2. The level will rise. 3. Rainfall patterns will change. 4. It will become desert.

Ⓒ Answers will vary.

### Page 58

Ⓐ Ⓒ 1. Yes, it will. 2. Yes, scientists won't let that continue. 3. Yes. We won't run out of water. Scientists and environmentalists will create a system to collect water from the rain.

Ⓐ 1. Will fertile lands become desert? 2. Will rainforests grow more trees?

3. How are people going to help the planet? 4. Will there be more natural disasters?

### Page 59

Ⓐ 2, 3, 1, 4

Ⓐ Rita: photography, Frank: board games, Julia: music, Alex: circus acts

### Page 60

Ⓐ Answers will vary.

Ⓐ Answers will vary.

### Page 61

Ⓐ Ⓒ It is Cindy saying it.

Ⓐ Cindy: I believe Daisy will be a sports teacher. She will travel once a year. She will not marry because of traveling. She will live in a faraway country.

Daisy: I think Cindy will study acting. She won't be very famous. She will drama lessons. She will learn more than three languages. She will marry very young.

Ⓒ Answers will vary.

## Unit 6

### Page 65

- Ⓐ 2. heart, 3. stomach, 4. liver, 5. bladder
- Ⓑ 1. digestive, 2. skeletal, 3. circulatory

### Page 66

- Ⓐ Answers will vary.

### Page 67

- Ⓐ 1. mouth, 2. gallbladder, 3. kidney
- Ⓑ 1. Almost all the nutrients from the food we eat are absorbed by this organ.  
2. The food is decomposed there by its strong acid. 3. It is covered with a pink tissue called mucosa. 4. Pancreatic juice is produced in this organ to help digestion.

### Page 68

- Ⓐ 1. single organ, 2. images, arrows, text boxes and words
- Ⓑ cornea, 2. iris, 3. pupil, 4. lens, 5. optic nerve, 6. retina
- 1. To indicate the parts of the eye in the diagram.
- 2. The names of the parts of the eye. 3. At the top of the diagram. 4. 5. and 6. Answers will vary.

### Page 69

- Ⓐ Respiratory System. Function: bring oxygen into the body and get rid of carbon dioxide. Main Organs: nose, trachea, lungs, diaphragm
- Ⓑ (clockwise) 4, 2, 3, 5, 7, 6, 1
- Ⓒ 1. nose, mouth, 2. lungs, 3. alveoli, 4. carbon, 5. diaphragm

### Page 70

- Ⓐ 1. C, 2. C, 3. I, 4. C

### Page 71

- Ⓐ **Sense:** touch, hearing, taste, sight, smell; **Organ:** skin, ears, tongue, eyes, nose; **Job:** detects pain, pressure, heat and cold; detects sound; detects tastes sweet, salty, sour and bitter; detects color and light; detects smells

### Page 72

- Ⓐ The main function of the circulatory system is to take oxygen and nutrients to all the parts of the body and to get rid of the waste products. The circulatory system is made up of the heart, blood and blood vessels (arteries, veins and capillaries). The heart is a muscle that pumps the blood throughout the body. The blood is the red liquid that circulates in the arteries, veins and capillaries, carrying nutrients and oxygen. The blood vessels that carry blood away from the heart are called *arteries*, and the ones that carry blood back to the heart are called *veins*. Finally, the tiny vessels that connect the arteries and the veins are called *capillaries*.

### Page 73

- Ⓐ The heart / Blood: circulates in the arteries, veins / Capillaries: connect the arteries and the veins. / Veins: Carry blood back to the heart. / arteries / Name of system: Circulatory. Function: Take oxygen and nutrients to all the parts of the body.

## Unit 7

### Page 77

- Ⓐ 1. dancing. 2. painting. 3. hiking. 4. listening to music.
- Ⓑ 1. I'm tired! 2. That's cool! 3. I'm bored! 4. It's horrible!



### Page 78

1. cycling, 2. Yes, they do. 3. The bike doesn't work. (clockwise starting at top right)  
6, 2, 4, 3, 1, 5
- (clockwise) 6. exercise, bike / 2. cycling, bike / 4. tires / 1. exercise, cycling / 5. bike
1. love, like. 2. I don't like, I hate. 3. awesome, fun

### Page 79

- Traditional sports: tennis, baseball, soccer. Extreme sports: kitesurfing, rock climbing, bungee jumping. Contact sports: boxing, kick boxing, judo.
- interviewer: Pete, interviewees: Clara and Rita, questions: Can I ask you a few questions?, What are your names?, Do you like extreme sports?, What about you, Clara? Do you like boxing? What about more traditional sports, Rita?, phrases to express likes and dislikes: I like all of them..., I don't like extreme sports. I love kickboxing and judo. No, I hate it. She loves all sports.
1. Circle: I like all extreme sports except rock climbing. Underline: I had an accident once...  
2. Underline: Extreme sports are really dangerous.  
Circle: I don't like them. 3. Underline: I love kickboxing and judo. Circle: They are my favorites. 4. Circle: Some people hate contact. I don't think a lot of women like contact sports. Underline: Lisa hates them.

### Page 80

- red: and; green: but; blue: because

### Page 81

- (clockwise) kite, surfer, straps, board
1. T, 2. T, 3. F, 4. T, 5. F, 6. F
1. Did you say kitesurfing? - To make sure you heard correctly. 2. Now I understand. - To indicate you finally understood. 3. What exactly is kitesurfing? - To ask for a precise explanation. 4. So, what you mean is that ...- To make sure you understood correctly.

### Page 82

1. Inviting a friend. 2. Joining a class. 3. Choosing a present.
1. 2, 2. 1, 3. 3
- (from left to right) You're kidding! / Are you nuts? / Make up your mind!

### Page 83

1. It is a news/informational text. 2. It is about how most young people entertain themselves today.
- Do you like to read? Sue: Yes, I do. Anthony: Yes, I love reading.  
What do you like to read? Sue: Short stories.  
Anthony: I like to read everything.  
Do you like to read comics? Sue: No, I don't.  
Anthony: Yes, I do.

### Page 84

1. Sandra is good at diving. 2. Sandra won medals at sports events. 3. Both medals are equally important.
1. want to confirm information, 2. negative, 3. affirmative, 4. correspond, 5. up, 6. down

### Page 85

- ~~Tell the interviewee what I like and don't like. Give my own answers.~~
- name's, doing, leisure activities, some questions
- Answers will vary.

### Pronunciation Stop

1. ↑ 2. ↑ 3. ↓ 4. ↓

## Unit 8

### Page 89

- 1. Humor, 2. Horror, 3. Superheroes, 4. Real Life
- Answers will vary.

### Page 90

- 1. title, 2. author, 3. images, 4. text
- 1. Humor, 2. HEH-HEH!
- (from left to right) 3, 1, 2

### Page 91

- 1. b, 2. a, 3. d, 4. c
- 1. raining, 2. hear, 3. on the step, 4. banging, 5. went, 6. wet.

### Page 92

- 1. volcano, 2. hundred years, 3. teaching moral
- 2. If a rock and a flower can do it, anybody can be a friendly neighbor.

### Page 93

- 1. Mahatma Gandhi was one of the most famous leaders and champions for justice in the world.
- 2. He was Indian. 3. He is famous for the Salt March.
- 1. a

### Page 95

- say good-bye, greet people, take off your shoes at home
- Saying, *please* and *thank you*. Sharing things with others. Offering your seat to an elderly person on a bus or train.
- 1. think, 2. about you, 3. love to hear
- (from left to right) Me too! / Oh, no problem. / Sorry, I just need the chicken. / I just need one more thing. / The ketchup, please. / Thanks, Dad.

### Page 96

- Answers will vary.

## Unit 9

### Page 101

- 1. presentation, 2. different sources of information
- textbook 2, index card 3, pie chart 5, map 4, web page 1
- Answers will vary.

### Page 102

- (left) table of contents 4; (from top right) title 5, graphics 3, glossary 2, foot note 1,
- (from top to bottom) Europe (draw bar showing 286 languages), N&S America, Pacific, Africa, Asia (bar showing 2301)
- 1. Linguistic Diversity, 2. page 7, 3. Small number or quantity, 4. Europe and Asia, 5. 1,300
- Answers will vary.

### Page 103

- 1. In England, 2. Around 450 AD, 3. The Anglo-Saxons'
- 1. T, 2. T, 3. F, 4. T
- Answers will vary.

### Page 104

- Sentence 2.
- American English:** grammar: "I don't have any brothers or sisters" / vocabulary: vacation, apartment / idioms: knock on wood / pronunciation: **adult**, **brochure** /

spelling: theater, color, organize. **British English:** grammar: "I haven't got any brothers or sisters" / vocabulary: holidays, flats / idioms: touch wood / pronunciation: adult, brochure / spelling: theatre, colour, organise.

☑️ Answers will vary.

### Page 105

☑️ 1. Up to 90% of the now-existing languages in the world might disappear before the end of this century.

2. By biodiversity I mean all the different plants and animal species on earth. 3.

Maintaining this language helps the child value his or her culture and heritage.

If children did not speak the language of their ancestors, they would not be able to understand their grandparents and vice versa. 4. Recent studies indicate that

bilingualism may delay Alzheimer's disease. 5. I would be more in favor of an artificial language.

☑️ 1. c, 2. d, 3. e, 4. a, 5. b

☑️ Answers will vary.

### Page 106

☑️ cue cards, poster, laptop, projector

☑️ poster

☑️ Constructed vs. naturally developed languages. Why an artificial language?

1. To facilitate communication between business people. 2. To create a fictional world.

Examples of artificial languages. 1. Esperanto,

2. Quenya, 3. Klingon

### Page 107

☑️ ☑️ 1. When using them you are not reading word-to-word. 2. You are free to make eye contact. 3. You are free to make natural gestures. Use nonverbal language.

☑️ (from left to right) 2. Why cue cards? 3. colors, 5. show graph, 4. 1, 1. uses of cue cards

☑️ At the beginning: I would like to begin by... In this presentation, I'm going to talk about... In the middle: Now, I'm going to refer to... I would like to add that... At the end: Finally, I would like to add... Now, I'd like to hear your comments

### Page 108

☑️ Best title: 3. The world's most spoken native languages.

1 Arabic 467 M, Spanish 389 M, Chinese 1.39 billion

☑️ Formal language: Good morning, 2. I would like you to look... 3. I think it's quite interesting... 4. Now, please, have a look at this...

## Unit 10

### Page 113

☑️ 1. itinerary, 2. ticket, 3. travel magazine, 4. ad

☑️ 1. travel magazine, 2. ticket, 3. itinerary, 4. ad

### Page 114

☑️ Where to go: the mountains, the city, the beach, the desert, the country. How to travel: by plane, by bus, by boat, by car, by train. Where to stay: in a cabin, at a hostel, at a hotel, in a tent, at a guest house.

☑️ 1. The mountains or the desert. 2. No, he doesn't.

3. He prefers sunny and hot.

### Page 115

☑️ 1. F, 2. T, 3. F, 4. T, 5. F, 6. F

☑️ Answers will vary.

### Page 116

☑️ 1. A map. 2. To a theme park.

☑️ He does not like: the roller coaster, the go-cart race track, and the splash mountain.

1. The boy thinks roller coasters are scary. 2. The boy doesn't want to get wet.  
3. The girl thinks it's nonsense, there's a movie theater near their house.  
Agree with a suggestion: 1. Yeah, we really should go there. 2. That sounds fantastic.  
3. That's a good idea, too. 4. I'm looking forward to it! Disagree with a suggestion: 1.  
That's not a good idea. 2. That's not good.  
3. That's nonsense.

#### Page 117

1. a,

Order of pictures: 3, 1, 2

Location Tour A: Rocky Mountain National Park.

Tour B: Cuba. Tour C: Europe. Cost Tour A: \$1,800. Tour B: \$800. Tour C: \$3,200.

Duration Tour A: ten days. Tour B: seven days. Tour C: two weeks. Things to do Tour

A: canoeing, cycling, mountain climbing. Tour B: scuba diving, snorkeling.

Tour C: stay at the best hotels, see the most interesting historical places, shop.

1. Tour A, 2. She wants to be in the middle of the nature. 3. Answers will vary.

#### Page 118

Uxmal, Chichen-Itza, Palenque

Vacations Inn: single rooms, all meals included, more expensive, shuttle service, limited time for visits, private guided tour. Riviera Hostel: share dormitory, cheaper, no time limit for visits, no guided tours.

Answers will vary.

#### Page 119

1. by plane, 2. by train, 3. by camel, 4. by bus,  
5. by car, 6. by cruise ship, 7. on horseback, 8. on foot

Day 1 - On the first day, we take a bus from the airport to the desert. The rest of the day, we travel by camel. In the evening, we put up tents for the camp. Day 2 - On the second day, we go to the River Nile by camel. We take a boat down the river to Giza. We visit the pyramids on foot.

1. really fantastic, 2. isn't that, 3. Really cool,  
4. close with

#### Page 120

1. Ice Festival, d. 2. Victoria Falls, c. 3. The Blue Hole, b.  
4. Abu Dhabi, a

#### Page 121

1. For students. 2. Swimming, snorkeling and canoeing. 3. 3 days. 4. beach volleyball, soccer.

5. Put up a tent. 6. Contact Mrs. Helen Bates at reception.

Answers will vary.

# Answer Key - Readers

## Unit 1

### Pre-reading

Answers will vary.

📖 Goods: a book, a hamburger, a movie, a soft drink. Services: a haircut, Wi-Fi, a taxi ride, dry cleaning

- 📖 1. Buying goods or paying for services (Accept any valid definition)  
2. (Accept any valid answer.)  
3. (Accept any valid answer.)

### Over to You

Answers will vary.

- Post-reading 1** 1. b, 2. c, 3. a  
2. Answers will vary.

## Unit 2

### Pre-reading

Answers will vary.

- 📖 Answers will vary.  
📖 1. d, 2. c, 3. e, 4. a, 5. b

### Post-reading

Answers will vary.

## Unit 3

### Pre-reading

Answers will vary.

### Over to You

1. Bilingual, 2. Online, 3. English-Language Learner,  
4. Answers will vary.  
📖 1. Verb, 2. Noun 📖 1. Answers will vary.  
2. Answers will vary.

### Post-reading

Answers will vary.

## Unit 4

### Pre-reading

Answers will vary.

- 📖 1b, 2c, 3a, 4c  
📖 1F, 2T, 3T  
📖 1. The audience at the movie theater. 2. To try and trap the enemies.

### Post-reading

Answers will vary.

## Unit 5

### Pre-reading

Answers will vary.

📖 Differences: Traditional video games: They have a way to win. They have a main goal to accomplish. The have a beginning and an end.

Virtual-world games: They don't follow the same rules as traditional games. They are based on online communities. The objective is not winning.

Similarities: In both types you have to be or even create a character (you're not yourself). Both are played in some kind of device.  
Answers will vary.

### Over to You

Answers will vary.

- 📖 1. The happiness level. 2. They appear on social-network sites like Facebook. Friends can work together to do better at these games, but they do not need to play at the same time. Users have to build farms, create cities, and run zoos or restaurants.

### Post-reading

Answers will vary.

## Unit 6

### Pre-reading

Answers will vary.

- 📖 1. Cold: congestion, sneezing, slight body aches, slight headache, low-grade fever, generally feeling unwell (malaise); Flu: muscle or body aches, headaches, some people may have vomiting and diarrhea (more common in children), fever, fatigue (exhaustion);  
2. Answers will vary.  
📖 Answers will vary.  
📖 Answers will vary.

### Post-reading

Answers will vary.

## Unit 7

### Pre-reading

Answers will vary.

- 📖 From top to bottom: Tim, Bo, Jonah, Luke.  
📖 1. He gets to visit new places and meet lots of new people. 2. That he misses his family sometimes. 3. At home, playing the piano; while traveling, playing in his portable game console. 4. Science fiction.  
📖 1. Jonah, 2. Bo, 3. Tim, 4. Luke

### Post-reading

Answers will vary.

## Unit 8

### Pre-reading

Answers will vary.

- 📖 Answers will vary. 📖 Answers will vary.  
📖 Answers will vary.

### Post-reading

Answers will vary.

## Unit 9

### Pre-reading

1. Answers will vary.  
2. Answers will vary.  
📖 Students will have to draw a typhoon, a plate of *chop suey* and some kind of coffee (cup of coffee, coffee bean, etc.)  
📖 Answers will vary.  
📖 Answers will vary.  
📖 Answers will vary.

### Post-reading

Answers will vary.

## Unit 10

### Pre-reading

1. A trip. 2. Answers will vary.  
3. Answers will vary.  
📖 Answers will vary.  
📖 Answers will vary.  
📖 Answers will vary.

### Post-reading

- Day 3: Go to Golden Gate Bridge and Park  
Day 4: Go sailing and have a delicious birthday dinner at Fisherman's Wharf  
Day 5: Visit Alcatraz  
Day 6: Visit China Town  
Day 7: Napa Valley Wine Country  
Day 8: Go to Pier 39

# Answer Key - Assessments Units 1 - 10

## Assessment 1

6. I'd like to buy a sweater. 1. No, thanks just the salad. 5. Hi! We'd like to see the exhibition. 2. Hi. I'd like to see those orange sneakers, please. 3. Hello! I'd like a black coffee, please. 4. Good morning. I'm looking for this medicine.

1. 2; 2. 3; 3. 1; 4. 1; 5. 3

1. help you, 2. I'd like; 3. Anything, 4. thank you

## Assessment 2

1. sword, 2. crown, 3. wizard, 4. stone, 5. king

1. e, 2. b, 3. d, 4. f, 5. a, 6. c

1. The wizard takes the child. 2. Arthur pulls the sword. 3. Merlin crowns Arthur. 4. He becomes a very brave king. (Answers will vary.)

## Assessment 3

Adjective, adj., new; Adverb, adv., brilliantly; Article, art., a; Conjunction, conj., and; Noun, n., day; Preposition, prep., for; Pronoun, pron., us; Verb, v., shines

**pronounce** part of speech: verb, translation:

pronunciar; **cultural** part of speech: adjective,

translation: cultural; **differently** part of speech: adverb,

translation: de manera diferente; on part of speech:

preposition, translation: en; **diferences** part of speech:

noun, translation: diferencias

(clockwise) 1, 3, 6, 5, 2, 4

## Assessment 4

1. c

(from left to right) 3, 2. (bottom) 1

Scene 4 Vivian: (Answers will vary.), Scene 5 Dr. Tinkle: (Answers will vary.), Vivian: (Answers will vary.)

## Assessment 5

1. rainy, 2. cloudy, 3. snowy, 4. sunny, 5. foggy, 6. windy

1. You will receive a call from an old friend. 2. You will take a trip around the world. 3. A friend will invite you to a party. 4. You will fall in love next summer.

1. Will you study another language? 2. Will you marry and have children? 3. Will you travel around your country? 4. Will you read a lot of books?

## Assessment 6

1. Circulatory System, 2. Digestive System, 3. Respiratory System

1. heart, 2. liver, 6. lungs, 3. stomach, 5. trachea, 4. large intestine

**Respiratory System** 1. This system helps to bring oxygen to the body. 2. Its main organs are the nose, the trachea, the lungs and the diaphragm. **Circulatory**

**System 3.** This system takes oxygen and nutrients to all parts of the body. 4. It's made up of the heart, the blood, the veins, the arteries and the capillaries. **Digestive System** 5. This system helps the body to get energy and food. 6. Its main organs are the mouth, the stomach, the liver, the small intestine and the large intestine.

## Assessment 7

1. but, 2. because, 3. and

1. likes, 2. likes, 3. doesn't like, 4. likes, 5. likes, 6. likes

1. c, 2. a, 3. b

1. hiking, 2. reading, 3. dancing, 4. cycling

Answers will vary.

## Assessment 8

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

comedy

Answers will vary.

Answers will vary.

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

## Assessment 9

1. c, 2. a, 3. e, 4. f, 5. b, 6. d

2. How to Greet in Several Languages.

1. b, 2. a, 3. a

## Assessment 10

2

Answers will vary.

1. 1, 2. 3, 3. 4, 4. 2

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

# Answer Key - Assessments Terms 1, 2, 3

## Assessment 1

**Part 1 Grammar** 1. Can I take your order? 2. Do you want anything else? 3. Yes, I'd like four sodas. 4. Can I have your phone number? 5. We'll deliver your order right away; 6. c, 7. b, 8. c, 9. b, 10. a; 11. need to, 12. would, 13. could, 14. can, 15. need to

**Part 2 Reading** 1. a, 2. a, 3. c, 4. b, 5. b; 6. b, 7. b, 8. b, 9. b, 10. a

### Part 3 Writing

Students write a brief advertisement. Revise spelling, grammar and coherence.

### Part 4 Speaking

Student A must place an order on the phone using the vocabulary in the menu. Check that students use the expressions for ordering food.

## Assessment 2

**Part 1 Grammar** 1. Do you like to read novels? 2. I love playing sports. 3. What is your favorite leisure activity? 4. Where will global warming be the greatest? 5. What is going to happen to rainfall patterns? 6. b, 7. c, 8. b, 9. a, 10. b; 11. sense, 12. eyes, 13. skull, 14. pumps, 15. diaphragm

**Part 2 Reading** 1. c, 2. a, 3. c, 4. a, 5. a, 6. b, 7. a, 8. c, 9. b, 10. c

**Part 3 Writing** Students must write five predictions about the planet using the future simple. Revise spelling, grammar and coherence.

**Part 4 Speaking** Student B interviews Student A about his or her favorite activities. Check that students use suitable questions and expressions to carry out the conversation. You can ask them to switch roles if time allows.

## Assessment 3

**Part 1 Grammar** 1. A footnote is a comment at the bottom of a page. 2. A glossary is an alphabetical list of words with their meanings. 3. What is the definition of biodiversity? 4. Now, I'd like to hear your comments. 5. Do you have any doubts? 1. a, 2. a, 3. b, 4. c, 5. a, 6. exciting, 7. scenery, 8. freshly, 9. historical, 10. best

**Part 2 Reading** 1. b, 2. b, 3. c, 4. b, 5. b, 6. a, 7. b, 8. c, 9. c, 10. a

**Part 3 Writing** Students write the dialogues and thoughts for the characters in the comic strip. Revise spelling, grammar and coherence.

**Part 4 Speaking** Students A and B must come to an agreement about their itineraries. Check that students use suitable expressions to carry out the conversation. You can ask them to switch roles if time allows.

# Audioscripts

## Unit 1

### Track 1

NARRATOR: One

WAITER: Good evening, madam, sir. Are you ready to order?

WOMAN: Yes, please. I'd like the green salad and the salmon.

WAITER: Sir?

MAN: I'll have the soup of the day and the steak.

NARRATOR: TWO

MAN: Hi, Meg.

YOUNG WOMAN: Hi. I'm doing volunteer work with the kittens today.

MAN: Great. You can clean the litter boxes and... some of the cats need some brushing.

YOUNG WOMAN: Sure. Where's the brush?

NARRATOR: Three

WOMAN: Good morning, I would like to cash this check, please.

BANK CLERK: Sure. Can I have your ID?

WOMAN: My ID?

BANK CLERK: Yes, please.

WOMAN: I'm afraid I don't have my ID.

BANK CLERK: I'm really sorry but you won't be able to cash the check then.

NARRATOR: FOUR

YOUNG WOMAN: Do we have to separate the garbage?

YOUNG MAN: Yes. Let's put all the plastics in the bags and the rest of the garbage in the cans next the trees over there.

NARRATOR: FIVE

WOMAN: I'd like to see some blue sneakers, please.

SALESPERSON: What about these ones? They're on sale and are very nice.

WOMAN: Yes, but they are white and I'm looking for blue sneakers.

NARRATOR: SIX

WOMAN: Okay guys. I'm going to tell you how we're going to work. First, team one digs the holes. Then team two puts the young trees in the holes and covers them. Finally, team three waters each plant. Any questions?

### Track 2

NARRATOR: One

WOMAN: Good morning guys. How can I help you?

BOY: Good morning, Mrs. Pender. We would like to donate these books to the school library.

NARRATOR: TWO

WOMAN: First Grade students going to the art museum, please get on the school bus immediately.

NARRATOR: THREE

MAN: Welcome to Washington public library. Push the green button to get your ticket. Please take your ticket. Thank you.

### Track 3

WOMAN: Good morning guys. How can I help you?

BOY: Good morning, Mrs. Pender. We would like to

donate some books to the school library. My classmates from 1st grade and I organized the campaign and collected all these books we do not read any more. Most of them are stories for young children.

WOMAN: Oh, that's really nice of you, guys. They are going to be very useful at the library. Thank you.

SCHOOL PRINCIPAL: First grade students going to the art museum, please get on the school bus immediately.

BOY: Oh, we have to go now, Mrs. Pender. We are going to the museum. We'll come back tomorrow.

WOMAN: Sure. I'll be waiting for you. And enjoy your visit to the museum.

### Track 4

TOMMY: Hurry up, Mike! I want to go skating.

MIKE: OK. I'll wash the clothes all together, then.

TOMMY: How long will it take?

MIKE: I don't know, Tommy. Be patient. Ready. Help me, please. Oh no! Look!

TOMMY: Put the clothes in this bucket with bleach!

MIKE: Hmm... I don't think so...

TOMMY: You'll look nice in pink.

### Track 5

1. SALESPERSON: Good afternoon. May I help you?

MAN: Yes, please. I'm looking for a case for my laptop.

SALESPERSON: I see. We have an offer. The blue one comes with a memory stick and a wireless mouse.

MAN: Hmm... That sounds like a good offer. I think I'll take that one. Can you show it to me?

2. SALESPERSON: Hi. How can I help you?

BOY: Hello. I'd like to exchange these headphones.

SALESPERSON: What's the problem?

BOY: The left one doesn't work.

SALESPERSON: Let me try them on this computer. You're right. The left headphone doesn't work. Did you bring the receipt?

BOY: Yes. Here it is.

SALESPERSON: Thanks. Do you want your money back, or do you want to choose some new headphones?

BOY: I think I prefer a refund. Thank you.

### Track 6

EMPLOYEE: Hi, guys. How can I help you?

CHRIS: Can I have a chicken sandwich, please.

EMPLOYEE: OK. Would you like anything to drink?

CHRIS: An apple cider tea, please. Sally, you should try it, it's really good.

SALLY: OK. I'll have a muffin and an apple cider tea, please.

EMPLOYEE: Sure. Please, pay at the register, and then come back for your order. And let me know if you need anything else.

CHRIS: Thanks.

### Track 7

EMPLOYEE: Paolo's Pizza, good evening. Can I help you?

BOY: Hi! I'd like to order a pizza.

EMPLOYEE: Can I have your telephone number, please?



BOY: Sure. It's 805 526-9187.

EMPLOYEE: Let me see... Here you are, Jason Sanders, 204 Mellow Lane, Simi Valley.

BOY: That's right.

EMPLOYEE: Can I take your order?

BOY: I'd like a large Super Supreme pizza and some pasta, too.

EMPLOYEE: Would you like the Tuscany Meaty or the Creamy Alfredo?

BOY: The Creamy Alfredo, and an order of breadsticks, please.

EMPLOYEE: Anything else?

BOY: Yes. I'd like four large sodas.

EMPLOYEE: Let me confirm your order. A large Supreme pizza, Creamy Alfredo, an order of breadsticks and four large sodas. That's 20 dollars. We'll deliver your order right away.

### Track 8

1. WOMAN: Hi. Welcome to Magic Movies.

MAN: Hi. Three tickets for Aliens.

WOMAN: What time?

MAN: 8:30 p.m. It's the latest showing, isn't it?

WOMAN: Yes, it is.

MAN: How much is it?

WOMAN: 15 dollars.

MAN: Here you are.

WOMAN: Thanks. Enjoy the movie.

2. WOMAN: Good morning. Medical Group, can I help you?

MAN: Good morning. I'd like to see Dr. Lane next Monday.

WOMAN: Yes, sir. What time would you prefer?

MAN: In the morning, please.

WOMAN: Is 10:30 all right?

MAN: Yes. That's fine. What are his fees?

WOMAN: 25 dollars. May I have your name, please?

MAN: Sure. Adam Wayne. W-A-Y-N-E.

### Track 9

BOB: Hi!

EMPLOYEE: Hello, guys. Do you want to skate by the hour, or do you want a one-day pass?

BOB: We want a one-day pass, please.

EMPLOYEE: OK. For how many people?

BOB: There are four of us. How much is it?

EMPLOYEE: It's six dollars each, please.

SALLY: Are you going to pay for all of us, Bob?

BOB: Are you kidding? Here you are, 24 dollars.

EMPLOYEE: Thank you. Get your skates and have fun!

SALLY: Where do we get the skates?

EMPLOYEE: Right here.

BOB: Thank you.

### Track 10

1. Good morning.

2. Are you kidding?

3. Thanks.

4. That's 20 dollars, please.

5. Can I try it on?

6. Can I speak to Miss Williams?

### Track 11

I'd like to make an appointment with Dr. Lewis.

## Unit 2

### Track 12

The emperor was in the royal box and gave the signal for the lion to come out of its cage. The lion was preparing to attack when he saw Androcles. He got near him, but he did not do any harm to him. The emperor was surprised and called Androcles. He told him his story in the forest. Finally, the emperor pardoned Androcles and sent the lion back into the forest to enjoy his liberty.

## Unit 3

### Track 13

1. The page is from a bilingual dictionary because it includes two languages.
2. The word at the top of the page is called a guideword and indicates the last word on the page.
3. Entries are listed in alphabetical order.
4. Words with more than one meaning use cardinal numbers to mark them.
5. This dictionary uses Roman numerals when a word changes from one part of speech (*n.*, *v.*, *adj.*) to another.
6. The pronunciation of words is shown with phonetic symbols between slashes.

### Track 14

NARRATOR: Brits and Americans have a very different way to pronounce certain words. The stress can fall on a different syllable. The vowel sounds can be different or even the consonant sounds as well. I've taken some words and I'm going to show you how British would say them and how Americans would say them. Of course, there are many accents in British and American English. I'm just going to take a general view.

OK, number one. In British English water /'wɔ:tə/, water /'wɔ:tə/; in American English water /wa-ter/, water /wa-ter/. Notice the vowel sounds there, in British English is /'wɔ:/, /'wɔ:/ and in American English is /wa-/, /wa-/.

Number two, in British English tomato /tə'ma:təʊ/, tomato

/tə'ma:təʊ/; in American English tomato

/tə'meɪtəʊ/, tomato

/tə'meɪtəʊ/. So in British English the vowel sound /ɑ:/ in /tə'ma:./, /tə'ma:təʊ/ changes in American English to /tə'meɪtəʊ/,

/tə'meɪtəʊ/.

Number three is an example of where the stress is different in a word. In British English is adult

/'ædʌlt/, adult /'ædʌlt/, so the stress is on the first syllable, but in American English is adult /ə-'dɛlt/, adult /ə-'dɛlt/, so the stress is on the second syllable.

Number four. In British English address /ə'dres/, address /

ə'dres/. Stress is on the last syllable. In American English address /'a-dres/, address /'a-dres/. Stress is on the first syllable.

Okay, these were some examples. See you next time.

## Unit 4

### Track 15

1. VOICE OVER SPEAKER: We have an emergency alert in block AA-23.

GOVERNOR TARKIN: The Princess? Put all sections on alert.

DARTH VADER: Obi-wan is here. The Force is with him.

2. NORRINGTON: Well, well! Jack Sparrow, isn't it?

JACK: Captain Jack Sparrow, if you please, sir.

NORRINGTON: Well, I don't see your ship, Captain. You are the worst pirate I've ever heard of.

JACK: But you have heard of me.

3. (MUSIC)

### Track 16

SOUNDTRACK 1 (DRAMA)

SOUNDTRACK 2 (ACTION)

SOUNDTRACK 3 (HORROR)

SOUNDTRACK 4 (ROMANCE)

### Track 17

1. FATHER: Oh, Dad!

SON: Don't cry, son, I've had a wonderful life.

2. AMY: You make me so happy!

JAMES: You are the only girl for me. We'll always be together.

3. JERRY: He might turn left on Abbey Road.

TIM: I don't think so. Try to overtake him and block his way.

4. SALLY: What was that? Did you hear that sound?

EMMA: Yes... I'm scared. It might be him again. Let's get away from this place.

### Track 18

ROB: So, could you take care of Emily while I'm in the interview?

CHARLES: Sure, no problem.

JOEY: Don't worry, she'll be fine. We'll go take the bus home now.

ROB: Thank you so much, guys!

CHARLES: Good luck!

## Unit 5

### Track 19

NARRATOR: Good evening. This is Wendy Randall with the weather forecast for those who are going away on vacation tomorrow. Let's look at the European weather map for tomorrow morning.

Tomorrow in Spain, it will not rain. It will be hot and sunny, with high temperatures.

The rain will move to France tonight, and tomorrow it will be rainy and windy. In Italy, it won't rain. It will be dry but cloudy.

What about Greece? It will be sunny and very hot. And in Great Britain? It will be a cold and rainy day again.

It will snow in Scotland, and it will be foggy in the North of England.

### Track 20

NARRATOR: A steady rain this evening. It'll be windy with showers that will continue overnight. The temperature will be 4°C. There will be winds at 16 to 24 kph and they will increase to 56. Chance of rain 70%.

### Track 21

NARRATOR:

1. What will the weather be like tomorrow?

2. What's your favorite season?

3. Do you like hot weather?

4. Will the weather be cold tomorrow?

5. Do you think it will rain on Sunday?

6. What do you wear when it's windy?

### Track 22

AARON: We're back in the studio with Jennifer Hamilton, the famous author of the book *Our Planet*, which consists of a collection of predictions. Welcome, Jenny.

JENNIFER: Thanks, Aaron. Good morning.

AARON: Well Jenny, many people are pessimistic about the future of our planet. Your book offers a completely different perspective. Will the future of the Earth be better?

JENNIFER: Of course it will. A new generation of scientists is coming, and they will come up with unbelievable projects to protect the environment, and many endangered species won't be affected anymore.

AARON: Will the melting of polar ice stop?

JENNIFER: Yes, these scientists I'm telling you about won't let that continue. They have brilliant ideas to save our planet.

AARON: I won't believe that until I see it.

JENNIFER: Polar ice won't melt dramatically. And some species, including polar bears, will survive.

AARON: Wow! We have a question from the audience: Will humans have enough water in 50 years' time?

JENNIFER: Good question. We won't run out of water.

Scientists and environmentalists will create a system to collect water from the rain.

AARON: That sounds interesting. Will you tell us about this system after the commercial break?

JENNIFER: Sure. That's a very interesting topic...

## Unit 6

### Track 23

TEACHER: Hi, kids! Today we're going to talk about the human eye. Look at the chart, listen to my description and complete the boxes with the names of parts of the eye. Let's begin. Number 1 is the transparent outer part of the eyeball. It's called the *cornea*. Then number two is the colored part of the eye. This part is called the *iris*. In some people, this part of the eye is blue, in others, green or brown.

Then number three is the round black hole in the center of the eye. It is called...

MARIA: The *pupil*.

TEACHER: Good, Maria. The size of the pupil changes to control the amount of light that enters the eye. Number four is the *lens*, which is the biconvex part of the eye right behind the iris. Number five is the *optic nerve*, which is the nerve that connects the eye to the brain. And finally, number six is this part at the back of the eye called the *retina*, which receives light and sends electrical impulses to the brain. So, let's check if you have the correct answers...

### Track 24

NARRATOR: And these are today's four questions about the human body. Listen carefully.

**Question 1.** Why do our eyes blink? To wash tears over our eyeballs and keep them clean.

**Question 2.** When do our nose and ears stop growing? Your nose and ears continue growing throughout your entire life.

**Question 3.** Whose heart beats faster, a woman's or a man's heart? Women's hearts beat faster than men's.

**Question 4.** Which is the strongest muscle of the human body? The tongue.

And now we will name today's winners.

## Unit 7

### Track 25

#### Conversation 1

BOY: Hi! I'm a student at Rocky Hill High School and I'm doing a survey about favorite leisure activities among teenagers. Can I ask you a question?

GIRL: Sure!

BOY: Tell me, what is your favorite free-time activity?

GIRL: I love dancing!

BOY: Oh, I love dancing, too. Are you going to the school party on Saturday?

#### Conversation 2

WOMAN: I love that painting!

MAN: I painted it. I enjoy painting in my free time. Would you like to see my other paintings?

WOMAN: I'd love to. I also like painting, but I'm not very good.

#### Conversation 3

REPORTER: Hi! This is Mike Snyder, and today I'm with a member of a group of hikers to learn what they think about their sport.

George, tell me, what do you like most about hiking?

GEORGE: Well, what I like the most is that you can exercise and enjoy nature at the same time.

REPORTER: But you walk very long distances!

GEORGE: Sometimes.

#### Conversation 4

BOY: I'm bored!

GIRL: Let's listen to some classical music. I love it! What about Mozart?

BOY: But classical music is boring!

GIRL: No, it's not! Listen.

### Track 26

PETE: Hi! My name's Pete, and I'm doing a survey for the school magazine about favorite sports. Can I ask you a few questions?

CLARA AND RITA: Yeah!

PETE: What are your names?

CLARA: I'm Clara and she's Rita.

PETE: OK. This first question is for you, Rita. Do you like extreme sports? I mean, sports like bungee jumping, kitesurfing, rock climbing or similar.

RITA: Yes. I like all of them except rock climbing.

PETE: What about you, Clara?

CLARA: I don't like extreme sports. They are really dangerous.

PETE: Now, the second question for you again, Rita. Do you like boxing?

RITA: Yes, I do. And I love kickboxing and judo. They are my favorite.

PETE: What about you, Clara?

CLARA: No, I hate it.

RITA: In fact, she hates contact sports.

PETE: I think many women hate contact sports. What about more traditional sports, Rita?

RITA: I like basketball, tennis, baseball...

CLARA: Oh yes. She loves all sports.

RITA: That's not true. The thing is that she doesn't like any sports...

CLARA: That's a lie.

PETE: OK, OK. Stop fighting! Thank you very much for the interview!

### Track 27

JOHN: Today's program is for water sports' lovers. I am at a beautiful beach in Hawaii with the famous expert in water sports, Mike Mendez. Hi, Mike! What water sport are you going to tell us about?

MIKE: Hi, John. I'm going to talk about a sport called kitesurfing.

JOHN: Did you say kitesurfing?

MIKE: Yes. Some people call it kiteboarding; and others, flysurfing.

JOHN: Now I understand.

MIKE: Kitesurfing started here in Hawaii and now is practiced all around the world.

JOHN: What exactly is kitesurfing?

MIKE: It's very simple. A kitesurfer stands on a board with foot straps and uses the power of a large kite to propel him and the board across the water.

JOHN: So, what you mean is that the surfer's body is the only connection between the board and the kite.

MIKE: Yes, you have to control both the kite and the board at the same time.

JOHN: Isn't that really difficult?

MIKE: It sure is. Would you like to try it?

JOHN: Hmm... I'm not sure that's for me.

## Track 28

### Conversation 1

GIRL: What shall we buy Dad?

BOY: Let's buy him a camera. He loves taking photographs!

GIRL: Are you nuts? Cameras are very expensive!

BOY: Then what? Here's the list of things he likes. You decide!

### Conversation 2

LINDA: Good afternoon, Mr. Adams! I want to join an afternoon activity.

MR. ADAMS: Hello, Linda. Which activity?

LINDA: That's the problem. I don't like cooking, that's for sure, but I like acting and music, and I don't know what to choose!

MR. ADAMS: Make up your mind, young lady, and come back!

LINDA: OK, sir.

### Conversation 3

BOY 1: Look! I've got tickets for the Shakers' concert on Saturday!

BOY 2: You're kidding! I love those guys. They're great!

BOY 1: No, I'm not kidding. Look! Do you want to come, or shall I invite someone else?

## Track 29

REPORTER: Hello! My name's Scott Simpson, from *Day to Day News*. I'm asking teenagers some questions to find out how much they read. Could you answer some questions?

SUE: Sure.

REPORTER: What's your name?

SUE: Sue Morrison, and this is my friend, Anthony Myers.

REPORTER: OK. Let's start with you, Sue. Do you like to read?

SUE: Yes, I do.

REPORTER: Do you like novels?

SUE: No, I don't.

REPORTER: What do you like to read?

SUE: I like short stories.

REPORTER: Do you like to read comics?

SUE: No, I don't.

REPORTER: Thank you, Sue. Now it's your turn, Anthony. Do you like to read?

ANTHONY: Yes, I do. I love reading.

REPORTER: Do you like novels?

ANTHONY: Yes, I do. *Lord of the Rings* is my favorite.

REPORTER: What else do you like to read?

ANTHONY: I like short stories, too.

REPORTER: What about comics?

ANTHONY: I like them, too. I like to read everything, even the newspaper!

REPORTER: I'm glad you both say you like to read. Thank you for your time, guys.

## Track 30

NARRATOR: 1. You love diving, don't you?

2. You don't like diving, do you?

3. But it's equally important, isn't it?

## Track 31

NARRATOR: 1. Do you like reading?

2. What are your favorite books?

3. You like sports, don't you?

4. You don't read the newspaper, do you?

## Unit 8

### Track 32

GIRL: Cool story! What's the moral?

GRANDPA: If a rock and a flower can do it, anybody can be a friendly neighbor.

### Track 33

TEACHER: Mahatma Gandhi is one of the most famous leaders and champions for justice in the world. His principles and firm belief in non-violence have been followed by many other important civil rights leaders including Martin Luther King, Jr. and Nelson Mandela. He was born in Porbandar, India on October 2, 1869. Gandhi led the fight for Indian independence from the British Empire. He organized several non-violent civil disobedience campaigns. One of Gandhi's most successful protests was called the Salt March. When Britain put a tax on salt, Gandhi decided to walk 241 miles to the sea in Dandi to make his own salt. Thousands of Indians joined him in his march.

### Track 34

TEACHER: Today we're going to speak about good manners.

SANDRA: That's a cool topic.

TEACHER: That's what I think. Can you give us an example of good manners, Sandra?

SANDRA: Yeah! Always saying, *please* and *thank you*.

TEACHER: Great example! What about you, Jerry? Can you think of another example?

JERRY: Mmm..., sharing things with others.

TEACHER: Very good. Now, we'd love to hear from you Adam.

ADAM: Offering your seat to an elderly person on a bus or train, is that an example of good manners?

TEACHER: Of course, it is. Now, let's talk about good manners at the table.

### Track 35

DAD: Dinner is ready. I'm hungry.

SON: Me too!

SON: Excuse me, Dad. I just need the rice.

DAD: Oh, no problem.

SON: Sorry, I just need the chicken.

DAD: Umm... Son.

SON: I just need one more thing.

DAD: Son, if you need something that is far from you, ask someone to pass it to you and say "please," okay?

DAD: Do you need anything, son?  
SON: The ketchup, please.  
DAD: Here you are. See how easy it is?  
SON: Thanks, Dad.

## Unit 9

### Track 36

NARRATOR: I'm going to talk about artificial languages. Artificial languages are also known as constructed languages. They are languages whose grammar, phonology and vocabulary have been intentionally constructed by people. They contrast with the natural languages. Natural languages are those spoken around the world and artificial languages are constructed intentionally, over a short period of time. Now, why have people tried to create artificial languages? Well, the most important reason has been to facilitate international communication, that is communication between people who need to talk about business or travel. We all know that today English is considered a language of international communication, but people in favor of an artificial language say that an international language shouldn't be a language of *one particular nation*, and should be free of political problems. Today there is no internationally recognized artificial language, but the most popular contender is Esperanto. It was created in the late 19th century by Polish ophthalmologist L. L. Zamenhof. I would like you to look at the following poster. It has some words in Esperanto. As you can see, it has words that are similar to those in some natural languages. Now, I would like to add that, apart from Esperanto, other artificial languages have been invented but with a different purpose: to create a fictional world. J.R.R. Tolkien, the author of *Lord of the Rings*, for example, created Quenya, Q-u-e-n-y-a, the language spoken by the Elves. Also, Marc Okrand created, Klingon, K-l-i-n-g-o-n, the artificial language spoken by the Klingons in the *Star Trek* movies, books, and television programs. I would like to conclude my presentation by saying that future generations will have to decide if we really need an international artificial language or not. What do you think?

### Track 37

NARRATOR: In this presentation I'm going to talk about cue cards. I would like to begin by saying that index cards in general have many different uses. They can be used for writing shopping lists and recipes, writing lines to be used while acting, writing researched information for a test, and of course preparing for or giving an oral presentation. They can be a speaker's best friend. Once the cards are created, one can use them to rehearse, revise and edit what one is going to say.

### Track 38

NARRATOR: Now, I'm going to refer specifically to how to use index cards as cue cards when preparing for or giving a presentation. So, what are the advantages of using cue cards? When using them, you are not reading from a word-to-word script and you are free to make eye

contact with your audience, make natural gestures and use nonverbal language more effectively. I know it is not easy at first but, if you practice, cue cards will be of great help to you when giving a presentation. I would like to add that in order for cue cards to be useful you have to learn how to make them. So here are some tips for making cue cards ...

### Track 39

NARRATOR: So these are the tips for creating your cue cards.

**Number 1** – Have only one idea or two per card and use short bullets for the supporting ideas below.

**Number 2** - Use a font size that is larger than usual so it is easy for you to read.

**Number 3** – Use a different color for each topic.

**Number 4** – Number your cards clearly or tie them together.

**Number 5** – Mark where visual material is going to be used and write a transitional sentence at the bottom of the card when you are going to change the topic.

Use these tips and you will be able to create really good cue cards. Finally, I would like to add that I hope you start using cue cards more often in the future. Now, I'd like to hear your comments. Do you have any doubts?

### Track 40

LUKE: Hi, Martin. Look at the diagram of the six most spoken native languages in the world I prepared for the presentation. It's cool isn't it?

MARTIN: Yes. It's very clear.

LUKE: Now, help me complete some of the numbers and make sure I have everything right.

MARTIN: Sure.

LUKE: Take a look at this circle. Chinese is the most spoken language on earth with how many speakers?

MARTIN: 1.39 billion! That's a huge number!

LUKE: Yeah! 1.39 billion. I'm correct. Now tell me, the second most spoken native language.

MARTIN: Hindi. It is the second most spoken native language with 588 million speakers. Hindi. What about Arabic? That information is missing.

LUKE: Arabic is the fourth language after English.

MARTIN: Yes, that's right. English has 527 million speakers but how many speak Arabic?

LUKE: 467 million.

MARTIN: 467 million?!

LUKE: Yes and it is followed by Spanish with 389 million speakers.

MARTIN: 389 million. Ok. And according to the diagram the sixth most spoken language is Bengali, with 250 million speakers.

LUKE: Yes. Do you think the class will find this information interesting?

MARTIN: Sure. They're going to love your presentation. Don't forget to write a title.

LUKE: No, the title will be: *The world's most spoken native languages*.

## Track 41

LUKE: Good morning. I'm going to talk about the top six languages in terms of numbers of native speakers on Earth and I would like you to look at this chart. I think it's quite interesting. It has information about the number of speakers for each language. Now, please, have a look at this circle and you will see that Chinese is the most spoken language in the world, with 1.39 billions speakers.

## Unit 10

### Track 42

TRAVEL AGENT: Global Travel Agency.

MR. RICHARDS: Hello. This is Mr. Richards speaking.

TRAVEL AGENT: Hello, Mr. Richards. May I help you?

MR. RICHARDS: Yes, I'm planning my next vacation.

TRAVEL AGENT: What type of vacation are you interested in?

MR. RICHARDS: Well, I haven't decided yet. I'm thinking of the mountains or the desert.

TRAVEL AGENT: Do you want to fly or do you prefer driving?

MR. RICHARDS: Driving must be interesting. I guess there are nice landscapes and places to see.

TRAVEL AGENT: We have a wild tour to the mountains and it includes rock climbing.

MR. RICHARDS: I'm not that adventurous. I prefer more relaxing activities. I love the sun and hot weather.

TRAVEL AGENT: Well, why don't you call us next week to give you more options and offers?

MR. RICHARDS: That sounds like a good idea! Thank you.

TRAVEL AGENT: Thank you for calling.

### Track 43

TRAVEL AGENT: Good morning. How can I help you?

MR. RICHARDS: Good morning, I'm Mr. Richards. I called last week to get information about possible vacation destinations.

TRAVEL AGENT: Oh yes, I remember. Let me ask you some questions, Mr. Richards. Are you planning a vacation just for yourself?

MR. RICHARDS: No, I would like to go with my wife and my two children, a 12-year old boy and a 10-year old girl.

TRAVEL AGENT: Okay. How many days do you have for your vacation?

MR. RICHARDS: 8 days.

TRAVEL AGENT: You live here in Seattle, don't you?

MR. RICHARDS: No, we live in Kent, a small town only 20 minutes from Seattle; do you know Kent?

TRAVEL AGENT: Yes, I know it very well. So, what about a beach vacation?

MR. RICHARDS: Well, we all like going to the beach, but we went there last year and we would like something different this year.

TRAVEL AGENT: What about visiting a big city, like New York?

MR. RICHARDS: We would prefer a place where we can be more in touch with nature and see wildlife.

TRAVEL AGENT: I see. Any favorite means of transportation?

MR. RICHARDS: Train or bus would be ideal because my wife hates flying.

TRAVEL AGENT: I think I have the perfect vacation for you and your family. What about an 8-day tour to the Canadian Rockies departing from Seattle?

MR. RICHARDS: Can you give me more information about it?

TRAVEL AGENT: Sure. This is a possible itinerary.

### Track 44

BOY: Mom, we're having a fantastic vacation! Where are we going tomorrow?

MOTHER: Let me look at the itinerary. Mmm..., we're going to a theme park.

BOY: Cool! I love theme parks. What attractions are there?

MOTHER: Well, there's the Cobra Roller Coaster.

GIRL: Great! We really should go on that roller coaster.

BOY: No, that's not good. Roller coasters are really scary. What else is there, Mom?

MOTHER: There's a go-cart race track.

GIRL: That sounds fantastic!

BOY: No, it doesn't. Go-cart races are dangerous.

MOTHER: And, there's also a Splash Mountain.

BOY: That's not a good idea! I don't want to get all wet! Is there a movie theater?

MOTHER: Yes, there is. There's a 4D Adventure Movie Theater.

BOY: I like that!

GIRL: Are you sure you want to go to the movies? Go to a theme park to go to the movie theater? That's nonsense! Besides,

there's a 4D movie theater near our house.

BOY: But Mom ...

MOTHER: Okay, okay. Don't start arguing now. Look!

There are other attractions that I'm sure you will both like. For example, the Safari Adventure where you get on a truck and can see and feed different wild animals.

GIRL: The Safari Adventure is quite a good idea, don't you agree, Ben?

BOY: Yeah! I love to see wild animals.

MOTHER: And there's a clowns' acrobat show.

BOY: That's a good idea too!

GIRL: Yes, it is.

MOTHER: You see guys? There are options for everyone.

GIRL: Sure Mom, and there's ice cream, popcorn, pizza! Yummy! I'm looking forward to tomorrow!

BOY: Me too.

### Track 45

LISA: Mom, I'm tired of museums and restaurants. I love this tour because we'll be in the middle of nature and will have lots of exciting, outdoor things to do. I'm sure that preparing our own food will be a lot of fun. And I do water sports every time we go to Aunt Meg's house by the sea. Let's do something different this year.

MOTHER: Wouldn't you like to go shopping?

LISA: Not this time Mom!

MOTHER: Okay. Let's talk to your dad about it.

### Track 46

JERRY: What are you doing, Tom?

TOM: Oh, hi Jerry. I'm doing some research about accommodation in Mexico. I'm planning a trip to Palenque, Uxmal and Chichen-Itza, three archaeological sites there.

JERRY: That sounds fantastic! And what are the options?

TOM: The Vacations Inn hotel and the Riviera Hostel both have branches near the sites.

JERRY: Are they very different?

TOM: Yes, they are. They both have advantages and disadvantages.

JERRY: Like what?

TOM: Well, the Vacations Inn has single rooms, but it's more expensive.

JERRY: I see. I suppose the Riviera Hostel is cheaper, but you have to share dormitories with other tourists, right?

TOM: Exactly! Then the Vacations Inn includes all the meals, but I'm going to miss most of them because I'm going to be at the sites all day.

JERRY: Does the Riviera Hostel include any meals?

TOM: No, it doesn't. I prefer that because I will be able to try typical Mexican food at the local markets.

JERRY: Mmm... Mexican food, yummy! And, what about the visits to the archaeological sites?

TOM: Well, the Vacations Inn is farther from the sites, but it has shuttles to and from the sites every two hours. The problem is that the last shuttle back to the hotel leaves very early.

JERRY: That limits your time to visit the sites, doesn't it?

TOM: That's right. And the Riviera Hostel does not offer any transportation, but there is public transportation all day until very late at night.

JERRY: Which means there is no time limit to visit the sites... that sounds good. What about guided tours?

TOM: The Vacations Inn offers private guided tours, but you have to pay extra for them. The Riviera Hostel does not have guided tours. But I'm not really interested because I have good guidebooks.

JERRY: I think you prefer staying at the Riviera Hostel, don't you?

TOM: Yeah! I think so.

### Track 47

MARK: Listen, Jim. The two-day Egyptian tour is really fantastic! On the first day, we travel to Cairo by plane. Then we take a bus straight from the airport to the desert. Isn't that awesome? Now, listen to this: we go the rest of the way by camel and then, in the evening, we put up tents for the night. Really cool, isn't it!? On the second day, we go by camel to the River Nile and take a boat down the river to Giza. And in Giza to close with a flourish, we visit the pyramids on foot. What do you think?

JIM: I can't wait.

### Track 48

TEACHER: Okay guys, let's imagine you have won the lottery and you can go to any of these places: Abu Dhabi, the Ice Festival in China, Victoria Falls or The Blue Hole. Where would you like to go?

SANDRA: That sounds fantastic!

TEACHER: Yes, Sandra. It sounds fantastic. Where would you go?

SANDRA: I would definitely go to a modern city.

TEACHER: Abu Dhabi, you say?

SANDRA: Yes. Those skyscrapers must be amazing!

TEACHER: I agree. What about you, Dan?

DAN: I would like to see awesome landscapes and take incredible pictures.

TEACHER: So, you would go to the Blue Hole.

DAN: Not, really. I'd love to see Victoria Falls. Can you imagine the noise of the water falling? That must be breathtaking!

TEACHER: Definitely. What about you, George? Would you go to Victoria Falls?

GEORGE: Not at all. I'd love to see the ice castles and statues!

TEACHER: The Ice Festival, you say?

GEORGE: Yes. Can you imagine those giant statues and tall buildings just made of ice? That must be a wonderful experience!

TEACHER: I'm sure it is. Amelia, what do you think? Where would you go?

AMELIA: I love nature. So, I would not go to places like Abu Dhabi or The Ice Festival in China.

TEACHER: That's all right. So...?

AMELIA: I'd love to see Victoria Falls, too. It would be nice to see one of the natural wonders of the world.

TEACHER: Great! We all have different opinions.

# Glossary

**Brainstorming:** A technique of generating ideas based around a particular topic (or a single word), which is useful for vocabulary building. The ideas and words can then be used as the basis for a discussion, a game or a writing activity.

**Connectives:** Connectives are linking words or phrases used to relate sentences and make writing more interesting or effective. Examples of connectives (and conjunctions) are: *but, and, because, when, while, also, as well as, despite, however, therefore, that's why, that is, lastly, on the whole, finally, on the other hand.*

**Conveying meaning:** This involves making sure that students understand the significance of the vocabulary and structures they are learning. Meaning can be conveyed through mime, examples or paraphrasing.

**Eliciting:** Eliciting is having the students provide information (vocabulary, for example) rather than the teacher. Eliciting develops a learner-centered dynamic, makes learning more memorable (because students link new ideas with information they already have) and helps to produce an engaging classroom environment.

**Guided reading:** A strategy that helps students to discover the meaning of the text themselves. The amount of guidance provided by the teacher depends on the level of the students.

**Guided writing:** A strategy wherein students are given the shape and sequence of a piece of writing, as well as some of the language they'll need, so that they can produce a text.

**Infer:** A technique where you form an opinion based on information that you have, such as understanding the meaning of words from their context.

**Mind Map:** A diagram for organizing words or concepts so that they're easier to use or remember. It can help students structure information more easily and generate new ideas as a result.

**Monitoring:** The technique of watching and listening without interfering while students are involved in an activity. It is also a useful way of finding out what problems students are having. Note: there are times when a brief intervention is appropriate in order to clarify instructions, or to help students move forward by prompting them with simple questions.

**Nonverbal communication:** The process of communicating by sending and receiving visual messages, through gestures, body language and facial expressions, for example.

**Portfolio:** A sample of students' work collected together in order to track personal development and skills.

**Realia:** Real objects used in the classroom. The main advantage of using realia is that it can make the

learning experience more memorable, as students are able to touch, smell and see the objects as they are hearing the words.

**Scanning:** Scanning is looking for key words or ideas and ignoring everything else. Typically, you know what you are looking for beforehand.

**Self-Evaluation:** Having students reflect on and judge their own progress. Self-evaluation allows students to discover what they know, what they can do, what they need and what they would like to explore.

**Skimming:** Skimming is used to recognize the gist of a text by reading through it quickly.

**Stress:** Stress is the emphasis you put on a particular word or syllable by saying it more forcefully than the other words or syllables.

**Tone:** Tone is the way a voice sounds, which helps convey meaning or how a person is feeling.



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## Useful Websites for Students

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