



# GET

# AHEAD!

# 1

## Teacher's Guide

Margarita De Jesús Dueñas Kittrell  
Laura Alicia Meza Martínez



**Estimado(a) maestro(a):**

---


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

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

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

Le deseamos éxito.

**Distribución gratuita, prohibida su venta.**



**G E T**

**Teachers' Guide**

 **ríos de tinta**  
S.A. DE C.V.

**TRAS  
CEN  
DER** 

*Get Ahead! 1! Teacher's Guide* de Margarita De Jesús Dueñas  
Kittrell y Laura Alicia Meza Martínez se editó y publicó  
por Ríos de Tinta, S.A. de C.V.

D.R. © Ríos de Tinta, S.A. de C.V.  
Morelos 16, Centro, México,  
Ciudad de México, C.P. 06040.  
Teléfono (55) 51402999, ext. 31957  
[www.riosdetinta.com](http://www.riosdetinta.com)

Primera edición, 2018

Segunda reimpresión, 2020

ISBN: 978-607-8495-37-5

**Dirección editorial** Ma. Georgina Adame Moreno

**Coordinación editorial** Arturo Cruz Pérez

**Coordinación de diseño e iconografía** S. Gabriela Badillo Hernández

**Coordinación autoral y desarrollo editorial** Letra Cardinal®

Impreso en México  
Miembro de la Cámara Nacional  
de la Industria Editorial Mexicana.  
Registro número 3483.

Queda estrictamente prohibida la reproducción  
parcial o total de esta obra por cualquier sistema o  
método electrónico, incluso el fotocopiado,  
sin autorización escrita del editor.

**Agradecimiento**  
A los archivos fotográficos de los museos y las  
entidades públicas que nos han proporcionado  
material iconográfico.

La editorial está a disposición de los poseedores  
de los derechos eventuales de fuentes bibliográficas  
e iconográficas no identificadas.

*Get Ahead! 1! Teacher's Guide.*  
Esta obra se terminó de imprimir en  
mayo de 2020, en los talleres de  
Multigráfica Publicitaria, S.A. de C.V.  
Democracias 116, Col. San Miguel Amantla,  
C.P. 02700, Azcapotzalco,  
Ciudad de México.

# INDEX

Contents .....	4
Introduction .....	8
Warmers and Fillers .....	14
Unit 1 Community Services .....	17
Unit 2 Bilingual Dictionaries .....	32
Unit 3 Reading Stories .....	47
Review Units 1-3 .....	62
Term Test 1 .....	65
Unit 4 Likes and Dislikes .....	67
Unit 5 Forecasts .....	82
Unit 6 Silent Movies .....	97
Unit 7 Human Body Systems .....	112
Review Units 4-7 .....	127
Term Test 2 .....	130
Unit 8 Comic Strips .....	132
Unit 9 Making a Presentation .....	147
Unit 10 Let's Travel Together .....	162
Review Units 8-10 .....	177
Term Test 3 .....	180
Language Reference .....	182
Glossary .....	187
Strategies Summary .....	191
Digital Skills Summary .....	192
Audio Scripts .....	193
Term Test 1 .....	198
Term Test 2 .....	200
Term Test 3 .....	202
Answers Key Teacher's Guide Term Test .....	204
Resources for Students .....	206
References .....	206
Suggested Resources for Teachers .....	207

# TABLE OF CONTENTS

Unit	Environment	Communicative Activity	Social Practice
1	Academic and Educational	Interpretation and Follow-up of Instructions	Write instructions to use a bilingual dictionary.
2	Academic and Educational	Interpretation and Follow-up of Instructions	Write instructions to use a bilingual dictionary.
3	Recreational and Literary	Literary Expression	Read Classic Tales
4	Recreational and Literary	Recreational expression	Produce constructive forecasts for others.
5	Recreational and Literary	Recreational expression	Produce constructive forecasts for others.

# TABLE OF CONTENTS

Achievements	Portfolio Evidence	Project (Final product)
<ul style="list-style-type: none"> <li>• Select and revise bilingual dictionaries</li> <li>• Understand the use of textual components of bilingual dictionaries</li> <li>• Write instructions</li> <li>• Sell instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Table with classified words</li> <li>• Sentences</li> </ul>	<p>Instructions to use bilingual dictionaries</p>
<ul style="list-style-type: none"> <li>• Choose and review classic tales and stories</li> <li>• Understand general and the main ideas in tales and stories</li> <li>• Compare variation in pronunciation and style of writing</li> <li>• Express key events when discussing stories</li> <li>• Paraphrase key events from stories</li> </ul>	<ul style="list-style-type: none"> <li>• List with key events</li> <li>• Dialogues about the comprehension of a tale</li> <li>• Rewritten sentences</li> </ul>	<p>Big Story Book</p>
<ul style="list-style-type: none"> <li>• Revise samples of written forecasts</li> <li>• Listen to and identify ways to express future actions</li> <li>• Formulate and respond to questions to understand forecasts</li> <li>• Write sentences that express future to create forecasts</li> </ul>	<ul style="list-style-type: none"> <li>• List with future situations</li> <li>• Sentences describing future situations</li> <li>• Constructive dialogue about own and others forecasts</li> </ul>	<p>Forecast</p>



# TABLE OF CONTENTS

Unit	Environment	Communicative Activity	Social Practice
6	Academic and Educational	Search and selection of information	Write notes to elaborate personal body schemes.
7 Human Body Systems	Academic and Educational	Search and selection of information	Write notes to elaborate personal body schemes.
8 Comic Strips	Recreational and Literary	Understanding oneself and others	Read comics to discuss cultural expressions
9 Making a Presentation	Academic and Educational	Exchanges associated with specific purposes	Present information about linguistic diversity
10	Academic and Educational	Exchanges associated with specific purposes	Present information about linguistic diversity

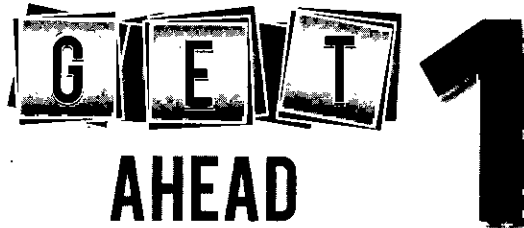


# TABLE OF CONTENTS

Achievements	Portfolio Evidence	Project (Final product)
<p>Read and understand information about the human body systems.</p> <p>Progress and answer questions about the human body systems.</p> <p>Write notes to describe human body systems.</p> <p>Roll diagrams in teams and with the guidance of the teacher.</p>	<p>Descriptions of a system.</p> <p>A system diagram.</p> <p>Dialogue based on questions and answers.</p>	<p>Notes for a human body system diagram.</p>
<ul style="list-style-type: none"> <li>Revise and understand information about the human body systems.</li> <li>Progress and answer questions about the human body systems.</li> <li>Write notes to describe human body systems.</li> <li>Roll diagrams in teams and with the guidance of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptions of a system.</li> <li>A system diagram.</li> <li>Dialogue based on questions and answers.</li> </ul>	<p>Notes for a human body system diagram.</p>
<ul style="list-style-type: none"> <li>Select and review comic strips in English.</li> <li>Understand main idea(s) in different comic strips.</li> <li>Exchange opinions about cultural content in comic strips in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Notes with ideas and beliefs expressed in in a comic strip.</li> <li>Comparative chart.</li> </ul>	<p>Discussion on cultural values in a comic.</p>
<ul style="list-style-type: none"> <li>Select information.</li> <li>Read information.</li> <li>Rehearse giving a presentation.</li> <li>Give a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Investigator questions.</li> <li>Criteria to select information.</li> <li>Notes with information that responds questions.</li> <li>Graphic support.</li> </ul>	<p>Oral Presentation.</p>

# INTRODUCTION

# Welcome to



This book aims to help students learn English in a dynamic and practical way, so that when they finish this level, they can communicate in English for basic social and academic purposes. By the end of this level, students should be able to understand main ideas in simple spoken and written texts. They will also be able to interact in situations where English is needed where they live or when they travel. Help your students **Get Ahead! 1** and become successful in English by using this educational package.

The Get Ahead educational package is comprised of:

## **Student Book**

A comprehensive guide and practice book that will guide students to learn English in the classroom or at home.

## **Reader**

A collection of stories, essays, articles and other types of text that will complement what your students learn in class through interesting content.

## **Teacher's Guide**

Detailed suggestions on how to conduct a class using *Get Ahead! 1*. There are suggestions for extra activities to challenge demanding classes or to support students who need more guidance, as well as different tools to enrich the teaching-learning process and simplify teachers' planning.

## **Electronic Component: CD**

A CD with all the audio tracks from the Get Ahead program and images you can use to complement classes. The CD has been created to contain different types of audio so that students can develop their listening skill. The images contained here are support material for optional extra activities. The Teacher's Guide will suggest when and how to use them in **Poster Activities** boxes, but we are sure you will find other creative ways to exploit them as well.

## INTRODUCTION

# The Student Book

The **Get Ahead! 1** Student Book has been written taking into account all the requirements stated in the curriculum established by the Mexican Ministry of Education (SEP).

Units have been put together in such a way that Communication is highlighted from the start. We open each unit with a trigger question that invites the students to get into the topic and exploits their background knowledge.

The unit is then divided into sections that have different functions:



**GOING**

The unit starts with tasks in which students interact with a listening or written text, or complete a task that challenges them to use previous knowledge and to see new input in context.

**STOP AND THINK** *about...*

Students solve reflective tasks that may deal with language, culture, self-awareness, learning to learn, or being with others. In this first reflective stop, they deal with one or two aspects only.



**MOVING**

Students are now ready to move on using the target language in scaffolded tasks that give them a higher challenge or where new content is integrated. This is the longest section of a unit.

**STOP AND THINK** *about...*

This second reflective stop, will deal with four of the areas mentioned before: language, culture, self-awareness, learning to learn, or being with others.



**AHEAD**

At this stage, students can get together the information they generated towards their final product. They can put the skills they have acquired or practiced, in presentations. This page gives detailed suggestions on which information to recall and how to organize presentations. Here you will also find a task in which students reflect on the final product.



reading **CORNER**

This section connects students with their reading book, encouraging to undertake simple tasks before, while and after reading the material.

**quick CHECK!**

Students solve here a short test that will help them evaluate how well they can deal with material from the unit. This is a formative evaluation tool.

**self ASSESMENT**

Students read an inventory of can-do statements that reflect the expected learning outcomes or achievements of the unit and decide how well they perform. This is an important tool for formative evaluation.

As students progress through the sections, they gain more confidence and develop their language skills in a practical and critical manner.

Throughout the **Student Book** units you will find different icons that can help you and your students make a better use of the different sections, and / or give you an indication of the type of activities at hand.



This icon indicates that the activity can or should be conducted in pairs.



This is used to indicate work in groups.



This is used to indicate whole-class work or discussions.

TRACK 01



This icon tells you there is a recorded track listen to contained in the audio files of the CD.. The number of the track will tell you which audio script to read in the section *Audio Scripts*.



This icon indicates work that students should save as evidence of their learning, and as information that will be useful to create the final project or product in the section *Get Ahead!* You might consider having a detailed look at the material created in this sections, as it provides opportunity for formative evaluation.



When you see this icon, it means that the activity will be useful for a presentation of students' work near the end of the unit. You and your students can check the *Get Ahead!* page to find out what the presentation will be about and to understand how this information could help.



You will find interesting cultural aspects to learn or discuss in class.



These are brief recommendations on how or when to integrate information technology in the learning process.



This icon recommends the point when you can tell students to start reading the corresponding text for the unit.



This icon will direct you to work on different sections of the Reading Corner page so that your students can relate the content of the reader to the content in the unit.



This icon will direct you to a language summary at the end of the book that can be useful to understand how specific aspects of the language work.

## INTRODUCTION

The Student Book contains other useful sections that learners should get familiar with and that you can exploit to support them more in the process of learning.

There is a **Get Started!** page at the beginning of the book to review basic knowledge before starting the program.

After units 3, 7 and 10 you will find:

A **review unit** where students can revisit and consolidate knowledge covered in the period.

A **term test** that your students can complete so you can get an idea of progress. You can use this test for formative or (informal) summative evaluation.

The review units and term tests have been placed after these units considering the most common distribution of a school calendar year. We believe that having a period to review and evaluate content in these three moments, your planning throughout the year will be more productive and the learning outcomes will be better consolidated.

In the final pages of the Student Book you will find:



A Language Reference Section that complements some important language points of the target language of each unit. Within the units, the icon will tell you when to use it.



**Glossary** A comprehensive list of key vocabulary from each unit with simple and clear definitions.

**Strategies Summary** A section that summarizes the learning to learn strategies students cover in each unit. This section can be used at any point in the program and not necessarily in the order of the units.

**Digital Skills summary.** Throughout the book students will find IT Stop boxes that guide them to reflect on uses of technology in their learning process. This section summarizes the tips covered in the IT Stop boxes and, as the strategies summary, can be used at any point in the program and not necessarily in the order of the units.

**Resources for students.** Recommended print and electronic sources for students.

# Reader

Reader is an anthology with texts closely connected to the target language in each unit of the Students Book, but we have given texts a fresh outlook that will make the content different and more attractive to your students.

Texts in this book seek to motivate extensive reading through a variety of genres that includes articles, stories, a comic and a script. Each text is complemented with an optional set of activities that students can complete independently or working with you as part of their class.

At the end of the reading book, there is a **glossary** for key vocabulary to support independent reading. After the glossary, you will find optional **follow-up suggestions**, recommending further reading of the same type and / or the same topic as well as **additional projects** connected to the texts is also suggested for each reading.

Content, questions and extra suggestions seek to help students engage in the reading and establish connections between the text, themselves and their world. Connecting a text at a personal level and then to our reality helps readers become critical thinkers, so we hope you don't miss the opportunity to exploit this component and the support material that accompanies it.

## Teacher's Guide

This Teacher's Guide gives you practical and step by step advice on how to use the Student Book in class.

A typical page of your TG has the following features:

The answers for each one of the activities.

Extra information that can be useful for the teacher.

Detailed suggestions on how to conduct each activity.

UNIT 3 • PAGE 43

### GET GOING

4. Read the following story and answer the question.

- For this part of the class, it might be a good idea to start with books closed.
- You can ask your students if they enjoy reading and what kind of stories they prefer. Accept all answers without judging.
- Tell the class they will read a story called "The Six Swans". You can ask if anyone is familiar with the story. If someone is, tell them to tell you a bit of the story without revealing the end. If no one is familiar with the story, you can ask them to guess what the story is about.
- You can ask students to open their book and read the title of the story and the author. Ask if they are familiar with other stories from the Brothers Grimm. You might want to mention Hansel and Gretel, Cinderella and Little Red Riding Hood as examples of stories by these two authors.
- You should direct students' attention to the question they have to answer. Make sure they understand they just have to find (or confirm, if they are familiar with the story) the topic of the story. They don't have to stop and understand every little detail.
- You can ask students to read the text quickly to find the answer. You may time the reading so that they don't stop to ask for vocabulary. Tell them again that this first reading is just for general understanding.

- Check answers with the class.
- You can direct students' attention to the Get Started Box. Ask them if this helped them while reading to answer this activity.
- You can check if they have identified a word they would like to look up in a dictionary. If dictionaries are available, you could tell them to quickly check that word. Otherwise direct them to the glossary at the end of their book to see if any of the words there can help them.
- You might want to remind students that general understanding of a text needs fluent reading. That is, reading without stopping to get involved in the story.

**Answer**

The story is about a girl whose brothers were transformed into swans by an evil witch.

**Get Started Box**

...the witch ...

43

The extra information in boxes includes different ideas for different moments of the class:

**Extra support:** tips and ideas on how to direct students that need more support through some of the tasks.

**Extra Activity:** Ideas for activities independent of the material in Get Ahead.

**Poster Activity:** Ideas on practical application of the images included for each unit in your Teacher's CD.

**Critical Thinking:** Guidance in certain areas to help students become critical thinkers.

**Reader:** A box at the beginning of each unit with a recommendation on when to tell students to start reading the text that corresponds to the unit.

The reading Corner page in this guide contains the answers to the exercises in the Reader. Answers for Review units and Term tests are also included for you. And you will find a **photocopiable evaluation tool** at the end of each unit.

In the final pages of this book you will find the same sections from the Student's Book for your reference. You will also find an alternative set of **photocopiable Term Tests** that will be more reliable to use as a summative evaluation tool or that can be part of the formative evaluation you conduct throughout your course. The answer key for these tests is included after the tests. And finally, a list of references for support material you can use to get more information or find more activities to bring variety to the classroom.

## Electronic Component: CD

An electronic component which contains:

28 Audio Tracks with different content such as dialogues, stories, pronunciation examples, interviews, model discussions, etc.

All of the audio material has been created to support the development of skills and knowledge the Student Book addresses.

3 Audio tracks that reflect the content of 3 of the texts of the Reader Book. This material might help you support reading and listening in class time, and might function the way audio books do for readers with different learning styles or needs.

10 poster-like images that can be used projected in class or printed to create extra activities connected to the contents of each unit.

We have written this guide with the hope of making your teaching experience with *Get Ahead!* 1 more enjoyable.

We wish you the best in this school term!

Sincerely,

The Authors

# Warmers and Fillers

It is always a good idea to start a class with a short, fun activity that can engage students into the topic you will cover. Warmers can also bring students' attention into the classroom and into English. The list of activities we offer can also help you "fill-in" moments when you think a change of pace is needed or to end your classes on a nice note. Check this list regularly and vary ways to start or end your class!

These activities are 100% optional. In order to include them formally in your plan, you will need to consider if time is available, which depends on your particular context and class needs. All of the activities need very little preparation time and they would take 10 to 15 minutes to develop in your class.

## Hang-man

Think of a word connected to the topic of your class (e.g. services). Write on the board one line per letter of the word. Tell students to shout out letters that are part of the mystery word. If they guess a letter, write it on the correct space. If they give you a letter that does not belong to the word, start drawing a stick figure hangman (one line or geometrical figure at a time). If your drawing gets "hanged", students lose the game. If they guess the word correctly, you can start a conversation on the topic you wrote.

## Body-to-body

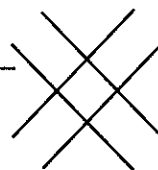
Ask students to stand up and make space at the center of the room so everyone can move freely. Alternatively, you can try this activity outside the classroom. Tell students you are going to say a phrase like "Hand to hand!" and that this will mean they have to put their hand together with someone else's. No one should be left without a partner. Say the phrase again and tell them to change partners. They should NOT repeat the same partner in each turn. Change the part of the body "Ankle to ankle" and have students find a new partner, this time they have to join their ankle with someone else's. Continue in the same manner for seven turns. This activity is good to review parts of the body, but it is also useful to have students mingle in a fun way and then pair them up in the end with someone they haven't worked with before.

## Travel Chain

Make a sentence with the class. Start saying -Let's make plans for vacation. We're going to New York. Nominate a student to add an activity. - Let's make plans for vacation. We're going to New York and we're going to a museum. The next student adds something else. Keep the activity going as long as you can. Have the class repeat the sentence together a then start a new one. Adaptations: use this activity to review past: Teacher: We took a trip last year. We went to New York. Student 1: We went to New York and we bought a bag. Student 2: We went to New York, we bought a bag and we saw...



## Warmers and Fillers



### Functional Phrase Tic-Tac-Toe

Draw a Tic-tac-toe grid on the board and on each empty space write a phrase that the students have studied recently. Divide the class into two large groups and tell them they will play tic-tac-toe, but to be able to choose the square where they will draw their cross or naught, they have to tell you directions in the following manner: "I want to use the square that has the phrase to [apologize]". If they cannot express the function of one of the phrases or sentences they have to miss a turn. Play with the whole class once and you can then divide the class into teams and have them prepare a similar grid for other teams to play with. Adaptations: You can follow a similar procedure to play the game to review parts of speech (writing a preposition in one square, and adverb in another, etc. Students have to ask for the square with the preposition, etc.) You can also review vocabulary of a unit (students tell you a synonym of the word in the space they want to use).

### Yes / No Game

Have students ask you Yes/No questions on any topic. Tell them you will try to answer without using the words "yes" or "no". They can ask: *Can you teach?* And you can answer: *Obviously! / Of course! / I do it all the time. / It's my job, etc.* For a negative answer you can use: *It's not my thing. / I'm bad at it. / I never thought about it.* Have them ask you a few more questions in that manner until they get you to make a mistake and say yes/no or until you have modeled enough affirmative/negative alternative responses. Have a volunteer students come to the front and then the class follows the same procedure trying to get a "yes" or "no" from the student. The class can they play in teams.

### Guess the picture

Bring a picture to the class and have student guess what the picture is about by asking questions. They have 10 opportunities to guess. You can limit the game by only answering ask yes / no questions like: *Is it an object? Is it a place? Can you drive in this place?* etc. You can let them information questions like: *Where was the picture taken? How many people/objects are there? What are the people doing?* If they are allowed to use information questions, they have to guess exactly what is in the picture. Invite a volunteer student to come to the front, give him/her a different picture and continue the activity in the same manner.

## Warmers and Fillers

### **Slap the board!**

Write on the board vocabulary words you wish to review in random order. Divide the class into two large groups and have groups form a line and stand in front of the board. Tell students that you will read a definition of one of the words on the board. The first student in each of the lines has to run and slap the correct word. The first students to get to the word and slap it gets a point for their team. Play the game until all students have had a chance to participate.

### **What's that word?**

Have students cut a sheet of paper into six parts and copy in each square a word from a reading you have been working with. Ask students to write a definition of the word on the back part of the paper. The definition cannot contain the word. Ask students to work in groups of six and pull their words together. Have them eliminate items that are repeated and then organize the rest of the cards with the definition side up into a pile. Have teams exchange piles and then, students in the team take turns to take a card and read the definition. If they guess the word correctly they get to keep the card, if not, they put the card back in the pile.

### **Nice to see you!**

Tell students to have ready a blank piece of paper and a pencil/pen. Have students write a note for the person sitting to their right. The last person in a line writes for the 1 person on the other side. The note should say something nice to the person and then ask a question. e.g. Hi Brian! You're wearing a nice sweater today. Where did you buy it? or Hi, Carolina! You're a good friend. Who is your best friend? You can demo a pair of examples by asking a volunteer student to write an example for you on the board. Students pass the paper to the person sitting next to them who then writes a reply and gives the paper back. You can try this activity in several classes, asking them to write to the person sitting behind them, in front of them or to their left.

**SOCIAL LEARNING ENVIRONMENT:** Family and Community  
**COMMUNICATIVE ACTIVITY:** Exchanges associated with specific purposes.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Exchange views about a community service.

Achievements	Teaching Guidelines	Evaluation Recommendations
1. Understand the other laws so that they can help in their own community service.	<ul style="list-style-type: none"> <li>• Read through the dialogues and understand the meaning.</li> <li>• Detect the communicative purposes.</li> <li>• Analyze the dialogues in order to understand.</li> <li>• Distinguish important and unimportant parts.</li> <li>• Identify the structure of dialogues and the sequence of meaning.</li> <li>• Identify the main idea.</li> </ul>	<p><b>Collect evidence</b> such as:</p> <ul style="list-style-type: none"> <li>- Identify each important information about a community service.</li> <li>- List of questions and answers to ask for more details.</li> </ul>
2. Understand the general and main ideas.	<ul style="list-style-type: none"> <li>• Activate previous knowledge.</li> <li>• Anticipate general sense.</li> <li>• Clarify the meaning of words and expressions.</li> <li>• Distinguish the composition of expressions: types of sentences and modal verbs.</li> <li>• Identify use of words and expressions that contain ideas.</li> <li>• Detect key words.</li> <li>• Determine the structure of dialogues: opening, body, and conclusion and the sequence of enunciation: description, instruction, etcetera.</li> </ul>	<p><b>Final product</b> in a story</p> <p><b>Suggested evaluating instrument</b></p> <p>Evaluation Rubric</p>
3. Explore the different general ideas of community service.	<ul style="list-style-type: none"> <li>• Select all important ideas, words and expressions.</li> <li>• Understand the dialogues by using the information and notes.</li> <li>• Make notes about each dialogues.</li> <li>• Ask, look, read, and act as if you are in the situation.</li> <li>• Learn, write, and discuss the dialogues in a task form and let the students learn.</li> <li>• Compare the ideas of each dialogue in the comparison chart.</li> <li>• Compare the ideas of each dialogue in the comparison chart.</li> <li>• Make notes about each dialogue in the comparison chart.</li> </ul>	

# GET GOING

### Lead-in

You can ask the students to read the opening question and have them discuss it in pairs or groups. You can let them share ideas with other classmates and elicit a few answers. Here you can introduce the topic of the unit.

**1. Match the headline to the correct picture.**

- You can have students look at the pictures. You can ask: What can you see in the pictures? You can then elicit the answers: a. firefighters / a fire. b. (the effects of) a hurricane. c. (the effects of) an earthquake.
- You can read the headlines aloud and elicit which picture matches the headline.
- You might use this opportunity to motivate students to develop strategies for dealing with new vocabulary, for example, similar words in English and Spanish, such as emergency, hurricane, and services.
- To help students work on the pronunciation of words so that you encourage them to participate in oral activities in the class, you can write the three words for the disasters illustrated in the pictures on the board: fire, hurricane, and earthquake. You can model pronunciation and then do choral and individual repetition. If mispronunciation occurs, you can do some extra choral repetition to make sure students feel confident saying the words in English.

**Answers**

b

TRACK 02



**2. Listen to a conversation and choose the best option to complete the sentence.**

- After reading the instructions, you can read the sentence. You might ask a volunteer to read the instructions to the class. Students will listen to a dialogue to understand the general idea. You can elicit / explain the meaning of the three options in the answer: *before*, *during*, and *after*. You can then direct students to picture a and ask: When did the fire start?

Before or after the firemen arrived? Elicit the correct answer: before. Then ask: *When do the firemen use their water hoses?*

During or after the fire. Elicit the correct answer: during the fire.

- You can play the audio and elicit the answer. You might want to encourage students to give reasons for their answer. Possible reasons: *Nelly says that "the hurricane was awful."*

**Answers**

c

TRACK 02



**3. Listen to the conversation again. Choose the best answer.**

- You can read the questions and options aloud. Clarify vocabulary if necessary (*stranger: someone you don't know*).
- To facilitate students' understanding of more specific information, such as the purpose of the dialogue, you can ask them to focus on noises or sounds to identify where the conversation takes place, or the speakers' attitude to identify their relationship.
- You can play the audio once and have students answer the questions individually. Play the audio a second time for students to complete or check their answers individually.
- Students can compare their answers in pairs. You can then elicit the correct answers.

**Answers**

1 c; 2 a; 3 b; 4 a

Depending on the level of your class, it may be a good idea that you read the script of the conversation to the class. In this way, students will be exposed to your pronunciation for

You could read the text slower so that students can identify key information.

# GET GOING

TRACK 02



**4. Listen to the conversation again and fill in the table.**

- You can direct students to the table and focus their attention on the **wh**-words. Explain that each **wh**-word or phrase asks for specific information. Elicit what the **wh**-words refers to *When = time, Where = place, How long = duration, Who = person.*
- You can have students do the activity individually. Play the audio once. Pause the recording to give time for students to write their answers. Play the audio again for students to check or complete their answers. Then have volunteers write the answers on the board to check as a class.

**Answers**

**1** organized, need; **2** hour;  
**3** twenty /20 minutes; **4** in the blue tent

**5. Match the questions to their purpose.**

- Refer students to the table. You can focus their attention on the **wh**-words or phrases. Then have students identify the key words in the answers: *a. place, b. purpose, c. time / lasts, d. time / starts, e. what you need.*
- You can let students work individually. Ask them to compare their answers with a classmate. Refer students to the **Language Reference** on page 176, if necessary. Elicit the correct answers to check as a class.

**Answers**

**1** d; **2** a; **3** c; **4** b; **5** e

- You can read the question together with

**Extra Support**

With your class, you could review the ordinal numbers used with dates: *first, second, third, fourth, fifth, etc.*, for example, *October seventeenth, December thirty first.* Tell your students how to read email addresses in English. *volunteers@mail.com = volunteers AT mail DOT com*

the class and ask the students to reflect individually on the answer. You might want to encourage students to identify the aspects they have to review if necessary; for example, the use of the correct question word, the order of the words in the questions, etcetera.

**6. Read the advertisement. Work with a classmate. Use the questions in Activity 5 to ask and answer questions about it.**

- If you read aloud the questions from Activity 5 to model pronunciation you can have students notice the falling intonation at the end of the questions. You can then have students practice how to ask the questions.
- You can have students read the information in the advertisement. You can organize the class into pairs and have students take turns asking and answering questions.
- You can read the question aloud to the class or you can have a volunteer read it for the class. Then you might have students reflect on the question. For this purpose, you might guide them to identify their strengths and the aspects they need to improve.

You might want to copy the table on the board, or draw the table and have volunteers complete the information from the text. Then you might ask volunteers to write the answers on the board. In this way you can check if students find the listening activity difficult at the same time you check their spelling.

**Poster Activity**



IMAGE 01

You can use image 1 on the Teacher's CD to review / expand students' vocabulary on natural disasters: *earthquake, flood, hurricane, landslide, tsunami, and volcanic eruption.* You can ask students to discuss in small groups what they know about these types of disasters and then elicit the group's ideas.

# GET GOING

TRACK 03



7. Listen to a conversation and choose the best answer.

Before you do this activity you might want to review basic vocabulary for members of the family: father, mother, daughter, son, sister, brother, etcetera.

- You can refer students to the picture on page 14 and ask: Who are the people in the picture? What do you think they are talking about? You can then elicit a few answers.
- You can tell students they will listen to a conversation between the people in the picture. You can have them read the questions and options to answer. You might want to make sure students are clear on the meaning of the word strangers = a person that you don't know. You can play the audio and have students answer individually. You can then check the answers as a class.

### Answers

1 a; 2 b

- You can direct students to the *Get Smarter!* box. Read the note aloud. You can explain that sounds and phrases occur in regular conversation in any language, and speakers use them as a strategy to get more time to think about the words they want to use or what they want to express.
- You can have students find examples of sounds and phrases (known as fillers) in the text. You can then elicit the answers.

### Extra Support

Phone numbers are said in single digits and 0 is pronounced as the letter O, for example, 562 9330 is said five – six – two – nine – three – three – Oh; and 911 is said nine – one – one

- You can ask: Do you use similar sounds or phrases in your language? Which are they? You can then elicit a few examples. Possible answers (in Spanish): mmm, eh, bueno, este.

### Answers

Uhmhhh, er, Well

To give students further reading and speaking practice, you might have them role-play the dialogue. You can encourage them to imitate the intonation. You could demonstrate by reading the first lines of the dialogue and by focusing the students' attention on the phrases and fillers.

8. Work with a classmate. Discuss and write.

- You can organize the class into pairs and have students discuss the statements. You can monitor and provide help with vocabulary when necessary. You might want to elicit a few answers.

### Answers will vary

- You can compare answers with the class.
- You can have students compare their answers with other classmates.
- You can direct students to the Culture Stop box and have a volunteer read the note. Possible answer: *The national emergency number in Mexico is 911, although there may be other local emergency numbers.*

### Critical Thinking

You could raise your students' awareness on the importance of using emergency numbers responsibly. Ask: *What do you think happens when someone uses these numbers to play or to make fake calls?* Elicit a few ideas. Possible answers: *people keep the line busy and then a person who's in a real emergency might not have a quick response; people at the emergency centers might not send ambulances or fire trucks soon.*

# STOP AND THINK about...

## ...language

1. Read the sentences below and decide in which one(s) the speaker...

The objective of this activity is that students notice and reflect on the use of the modals to express specific meanings.

- You can have students read the sentences and the meanings expressed by the speaker. You can ask students to focus on the meaning of the whole sentence. You can help them decide by asking about one sentence, ask: *How old do you have to be to get an official driver license?* Elicit the answer: *You must be 18 or older.* Ask: *Is this an option or an obligation?* Elicit the answer: *It is an obligation.*
- You can ask students to continue with the rest of the sentences and elicit the correct answers after.


### Answers

1 a; 2 b, d; 3 c

You might copy the sentences on the board to explain to students the structure of modals. Underline the modal verbs and the main verbs that follow and have students notice that modal verbs are followed by the infinitive of the main verb.

## ...being together

TRACK 04

1.  Listen and match the sentences with the attitude / intention.

- You can explain how the way we express our thoughts and feelings can give meaning to a sentence. You could explain that when we are with others, the words and the intonation we use say something. Say in a polite tone: *You have to learn these verbs in English!* Ask: *Is my intention to tell you that it is important for you to learn verbs in English?* Elicit the answer.

Ask: *What is my attitude? Is it positive?* Elicit their answer.


- You can have students read the two columns before they listen to the audio so you can then elicit the answers.

### Answers

1 d; 2 e; 3 c; 4 b; 5 a

- You might want to listen again and repeat the phrases using the same intonation.
- You can play the audio a second time and have students notice the intonation given by the speakers to express their intentions. You can then have students repeat the phrases and sentences using the same intonation.

## ...language

1.  Work with a classmate. Read the sentences from the conversations on the previous pages and discuss the questions.



- You can have students work in pairs and explain that we usually adapt the way we speak to the situation we are in and the people we are speaking with. You can ask them to analyze each sentence and elicit the answers.

### Answers

The tone in sentences **a** and **b** is polite, and sentence **b** might be both angry or polite, depending on the way people say it. The tone is appropriate to the situations.

You might have students work in pairs and take turns to saying the sentences from the conversation with different tone. You can have a pair of volunteers come to the front of the class and act out the sentences to their classmates.

# GET MOVING


-  Page 10  At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book. After exploring the title and the initial image with them, you can ask them to solve the section "Get Ready to Read" on page 23 of their student's book. They can do this working in pairs.

**1 Read the paragraph and complete the table with the words in bold.**

- You can have students work on the activity individually. You might want them to focus on the modal verb in the sentences of the paragraph and complete the table. You can then check the answers as a class.
- You can then refer students to the *Language Reference* page 176, and have them review the structure of modal verbs: *modal verb + verb in the infinitive (without to)*.

**Answers**


**Prohibition:** musn't; **Obligation-**  
**Possibility:** must, have to, should, can.

**2  Complete the following sentences with the words in the box.**

- You can have students complete the sentences in pairs. Ask them to read the whole sentence first and then go back and choose a modal verb to complete it.
- You can have volunteers write the sentences on the board to check answers as a class.

**Answers**

**a** should; **b** can; **c** have to; **d** must; **e** have to; **f** musn't

**3  Mark (✓) how you feel about what you have learned in this unit.**

**Reflect on your progress**


- This activity invites students to reflect on their progress and it can be a great opportunity for you and your students to find out what goals have been met and to identify areas of improvement. You can read instructions with the class to make sure everyone understands what the task is about.

You might want to read the whole text aloud and then have students repeat after you. You might want to do this once or twice for pronunciation practice. Additionally you might ask some comprehension questions to look for specific information, for example, "What is the best recommendation in case of an emergency?"

**Extra Activity** You could assign a type of emergency to each group. Have them use these prompts: We should, We can, We have to, We must, We mustn't, to write a list of actions to be taken in a particular emergency. You can have students do this on poster paper. Ask them to give a title to their list, for example, In case of fire, of an earthquake, etcetera. You could then display students' lists in the classroom and revisit them regularly.




# GET MOVING

**4**  **Discuss with a classmate.**

- You can ask students to discuss the answers to each question in pairs and then ask them to take notes about the ideas discussed.
- You can have volunteers write some of their ideas on the board and then discuss with the whole group which ideas they think may be more useful in their community.

TRACK 05

**5**  **Listen to the presentation for volunteers and write T for the sentences that are TRUE and F for those that are FALSE.**

- To raise students' awareness of strategies they can use for listening comprehension activities, you can ask: *Why do you think it is useful to read the sentences before you listen to the audio?* Elicit / Give a few answers: *To get an idea of what the listening will be about, to understand information, to identify key words.*
- You can elicit their key words in the sentences: volunteer, disabilities, emergency. You can then explain that key words usually contain the most important information in a sentence and students should focus on them. Play the audio. Pause the recording to allow students to identify and number the sentences.

**Answers**

**a 5; b 1; c 4; d 2; e 3**

**6** **Read the sentences Sonia used in her presentation. Match the words in bold used in each sentence with their purpose. Write the correct letter on the lines.**

- You can read the instructions aloud and then read the phrases a to e. You can have students identify the word that adds information = add. Ask students to give one or to extra examples. My brother is a volunteer and a teacher etcetera.
- You can ask students to continue with the rest of the sentences and then ask them to check their answers in pairs. After this you can check as a class. You might want to refer students to the Language Reference and analyze the information in the table. What is more important for students is

that they are clear on the function of the words: they connect ideas: words, phrases or sentences. You can have students go to the *Language Reference* on page 176.

**Answers**

**a** and; **b** because; **c** if; **d** so;  
**e** and then

**Extra Activity**


You could play the audio a second time for students to identify specific information about what volunteers can do. You can then have students compare their answers. Possible answers: *They can pack boxes with products, keep control of things (register supplies, write down where the supplies go). They can help take supplies to the shelters and help rescue workers.*

**7** **Work with a classmate. Read the sentences from the conversations in previous pages and discuss the questions.**


- You can read the instructions aloud or have a volunteer read the instructions to the class. You can read the first sentence and ask the question: *What is the consequence?* Elicit from students the connecting word they should use to express a consequence or result = so.
- You can write the sentence on the board There is a fire, so... and elicit possible answers: *we have to call the fire department, we have to be safe,* etc. Have students work on the rest of their sentences on their own and then repeat the procedure you followed to work with the first sentence.
- You can check answers as a class.

**Answers**

**1** If a disaster happens, volunteers are needed. **2** Volunteers have to register and then they go to an information session. **3** Melissa is a volunteer and she has a disability. **4** Most people are good, so they offer their help.

-  At this point you might want to make sure your students have read the story in their Reading Book. Ask students to solve the section "Get into the Text" on page 23 of their student's book. They can do this working in small groups.


# GET MOVING

**8**  **Work in pairs. Look at the page from a community website. Mark (✓) the services that would respond to emergencies. Discuss the public services your community has.**

- You can organize students into pairs and have them look at information about public and community services. You can ask: *Which of these services are there in your community? What information do you know about them?* Elicit a few answers.


### Extra Support

To facilitate the next activity, you could elicit from the students the questions they need to ask: What is / What's the telephone number of...? What's the address of...? What are the working hours? or What time do they open? What time do they close? What's the website? What's the email address?

**9**  **Work with a classmate. Ask and answer questions about the services to complete the table.**

- You can have students complete the table with information from Activity 8 and ask them to take turns asking and answering the questions. You can copy the table on the board and have volunteers ask and answer the questions aloud and write their answers on the board to check as a class.

services in their community. You can suggest adding any information they consider relevant to know.


-  You can choose two public services in your community and make a chart like the one above. Add a list of questions about specific information.
- You can ask students to do this activity on a separate piece of paper and include it in their portfolios. This activity provides students with the practice they need to ask and answer questions about a community or public service. It is important that students have enough practice in this stage of the product development.
- You can refer students to the *IT Stop* box. Students may add this information to their charts.

### Answers

- You can ask students to make a similar chart with real information about two


Public Service	Telephone Number	Address	Working hours	Website / email
Police Department	55.3465.9871	234 Hidalgo Ave.	24 hours	poldep22@hemail.ofgov
Paramedics Association	01800.675.231 55.9534.0912	565 Constitution St.	9 to 5 24 hours	paramed.101@mobilemail.ofgov
Sport Center	55.9087.9876	514 Independence St.	6 am to 9 pm	www.parksandrecreation.eum
Fire Department	55.5019.9865	965 Arboledas St.	24 hours	www.firedept.flo

# GET MOVING

10.  Work in pairs. Read the dialogue and write the letter of the missing sentences where they belong.

- You can have students read the dialogue on their own before they listen to the audio.
- You can demonstrate the activity by doing the first two sentences with the class. Ask: *What do you usually do when you arrive at a place, or you meet a person?* Elicit the answer: You greet people. Ask: *Which sentence starts with a greeting?* Elicit the answer: *Sentence c: Hello, my name is Rosa...*
- You can have students continue with the rest of the sentences. Tell them to find key words in each sentence that can help them work out the correct sequence. You can explain to students that key words are the most important words in a sentence. Elicit the answers but do not confirm for now as students will listen to the conversation to check their answers.


TRACK 06

11.  Listen to the conversation to check your answers.

- You can play the audio and have students check their answers. Pause the recording to give time for students to follow the sequence.

**Answers**

1 c; 2 d; 3 a; 4 e; 5 b

12.  Work in pairs and, in your notebook, underline and organize phrases from the conversation in the correct section. There is an example started for you.

- Consider reading the instructions and information in the activity with the class so that students understand the structure of a dialogue and can easily identify the phrases in the conversation that belong in each box.  
Students may compare their answers in pairs before you check with the class.

**Answers**

**Opening:** Hello my name is Rosa and I'm doing a project for school, can you help me?


**Development:** I'm sorry... What are those? / Are they like houses?

**Closing:** Thanks, this information is great for my project.


**Extra Support**

Before students practice a similar dialogue, you could play the audio and have students follow along with the conversation. You could ask them to focus on the intonation, attitude, and intention of the speakers so they can imitate the tone and intonation.

**STOP AND THINK about...****...language**\_\_\_\_\_

1.  Add the following phrases to the table you created on Activity 12, page 19. Do they open, develop or close a conversation?
- You can have students work individually. Then check answers as a class. You can tell students you are going to read the sentences out loud and then ask them to stand up if they think a sentence starts a conversation and to remain seated if a sentence can be used to end a conversation. They can clap when the sentence develops the conversation. Writing the key to the movements would simplify the instructions and make the activity easier and more fun to follow. You might want to make sure students add this information in the correct section as they transfer it to the table they created in Activity 12, page 19 as the table will be used in the dialogues they create.

**Answers****Open:** c, g, k**Develop:** b, e, f, i, j, l**Close:** a, d, h

2.  **Work in pairs. Copy the dialogue framework below in your notebook and find a phrase, sentence or question in the conversation in Activity 10, page 19 to complete it with examples.**
- The objective of this activity is to provide a support framework for the dialogue students will act out as the final product of the unit. You might want to start by analyzing with students the empty boxes and asking them which boxes are the opening, the development and the closing of a conversation.


- You might want to read the instructions with the class to make sure everyone knows what to do. Students can work in pairs as the instructions suggest, but you may decide to invite them to work individually for the first part and then just compare their answers with a classmate.
- As you review answers with the class, you can invite volunteers to read the phrases with the correct tone and intention or you may model that yourself.
- Work with a classmate and write phrases from the table you improved in Activity 1 on this page in a similar dialogue framework. Then, practice reading the dialogue changing roles.**
- This part of the activity allows for creative choices while still giving students a lots of support. Students can now “play” with the framework and their table of phrases, choosing them for the correct speaking turn and then thinking about the correct answer. You may model a few choices with the class before asking them to do this by themselves. You can also ask them to practice saying the lines before they write them.
- If you decide to model the activity, it might be a good idea to choose phrases they would have on their tables and direct the conversation towards community and public services. E.g. **A** (*to start the conversation*) *Excuse me, do you mind if I ask you a question?* **B** (*agreeing to help*) *Not at all. What can I do for you?* etcetera.

## STOP AND THINK about...

### ...language

3. Use the dialogue frame from Activity 2, page 20 to work with a classmate. Follow the instructions.
  - The aim of this activity is to allow students to create their own dialogue as the final product of the class. They have now information about community and public services that may allow for more creativity, so you could tell students to modify the framework to make the conversations longer or more interesting. For students who need more support, the frame dialogue is an excellent option and they could just follow it as is to complete the task.
  - You could start this activity by reading instructions with the class and assigning pairs. Students could also be given the option of choosing their partner.
  - Making sure students have the necessary information at hand will facilitate the development of the activity. Consider walking around the class making sure they have the information on public services and questions from Activity 9 page 18, as well as the list of phrases to open, develop and close a conversation from activity 1 page 20.
  - **When you finish your conversation, work with your classmate to reflect on your progress: *How easy or difficult is it to organize a dialogue so that it can have an opening, development and closing? Can you use words to link ideas in sentences while having a conversation?***
  - Once students have practiced the dialogue, you may decide to put two pairs together to reflect on the questions.
  - If your students needed the support of the frame, consider asking them what they think they need to be able to create a dialogue without any support. You could suggest they try to memorize a few phrases and improvise responses or to listen to more conversations in English to develop confidence.

### ...being together

1. Reflect on the dialogue you practiced in the role-play of page 19. Mark (✓) the option that best describes your attitude.
  - Go through the list of statements with the class. Have students reflect on the recent role-play activity on page 19 and their attitude to the classmate they practiced the dialogue. You can go through the list of statements with the class and have students reflect on the recent role-play activity on page 19 and their attitude to the classmate they practiced the dialogue. The objective of this activity is to raise students' awareness of the importance of developing effective communication skills with all people.
  - You can have students reflect on how they can improve their attitude. You might want to encourage students to take personal notes on this.
  -  You can do a quick review of the story in their Reading Book and ask students to work in groups to do the section "Get Together" on page 23 of their student's book.


Support your students to express their ideas. You could encourage them to participate and help them to say their ideas in English. When students express something in their language, use short phrases or sentences to translate what they want to express. It is really important they feel confident during oral activities.

## GET AHEAD

### 1. Preparing

- The aim of this section is for students to reflect on the product they have created and to gain awareness of the work throughout the unit that has brought them to this point.
- You can ask students to focus on the activities they have worked on the different stages in the unit. You might explain to students that they can go back to the activities listed in their books.
- You might organize the class in pairs. Allowing students to explore the activities in pairs and inviting them to discuss all the activities they carried out is a great way to invite deeper reflection on their achievements in this unit.


### 2. Presenting

-  You might organize students in groups and ask them to take turns to perform the role-plays in pairs.
- You can remind students that they will have to fill in some information about each pair of classmates presenting. You might want to read together with students the questions in the list about the aspects the should focus on as they perform the role-plays. You can clarify any doubt students might have before starting the activity. They can take notes in their notebooks. You can then ask them to listen attentively and respectfully.

You might adapt the activity according to the number of students you have in your class.

You might also have volunteers act out the dialogue in front of the class.

- You might organize students in groups and ask them to take turns to perform the role-plays in pairs.

-  If you monitor the activities, you can take notes as the students present so you can give constructive feedback at the end of the activity. You can use phrases such as: *I noticed... You used the expressions you learned to start and end the dialogue! You used the right intonation.*

### 3. Reflecting on my Progress

- You can read the information with the class to make sure everyone understands the task and its objectives. Students will probably need a few minutes to complete the activity.
- A recommendation to make sure everyone understands what to fill in this task is to give very general examples telling students that in the first column they should write something they are so good at they could help others learn it, the second column is for something they have learned so far and the third one is for something they have found difficult to do in this unit.

# reading CORNER

-  Page 10

## GET READY TO READ!

- Before students start reading the article 'Communities and Their Services' in their Reader, you can have students answer the questions in pairs. Then you could ask them to share their answers with another pair of classmates.


### Possible answers

1. An article is a short piece of writing that includes facts and opinions about a specific topic. 2. Answers will vary.

## GET INTO THE TEXT!

- As students read the text, you can ask them to check their predictions of the words they found in the article.
- If you organize the students in small groups, you can have them working together on making the concept map to summarize the main information of the text. You could encourage students to discuss the ideas they want to include.

## GET TOGETHER

-  You could have students work on the first two tasks in groups. Then have students compare their lists and ranking with other groups. Elicit a few answers from all the groups.

## Reader

### Answer key

#### GET THE MAIN IDEA

1 Teenagers, young people. 2 Public and community services. 3 To explain how public and community services work.

#### GET THE DETAILS

1 By doing things together. 2 Public services are essential services that are provided by the government. Community services are services aimed at improving the community, but they are funded by people. 3 Taxes are a contribution to the public good that every person makes. 4 Taxes help to pay the public services.

#### GET THE WORDS

1 The population of Mexico City is around nine million citizens. 2 Taxes pay for public services. 3 Women and children are part of a vulnerable group. 4 Citizens must pay taxes. 5 You can make a donation to support a local charity.

## QUICK CHECK

- You can students work individually on this page.
- You can read aloud the instructions for each part of the Quick Check.

### Answers

**Part 1:** a 3; b 1; c b

**Part 2:** a 2; b 4; c 1; d 3; e 5

**Part 3:** a 1; b 2

**Part 4:** 1 e; 2 d; 3 c; 4 f; 5 a; 6 b

## SELF-ASSESSMENT

- You can read all the statements in the self-assessment box together with the class. Make sure students are clear on the meaning of all the *I-can statements*.
- You might want to explain the meaning of each heading:  
**I get it** = I can do this with no problem.  
**I almost get it** = I can do this but sometimes I have some problems to do it. **I need more work to get it** = I can't do this, or I find this very difficult to do.
- To promote students' autonomy, you could ask them to reflect on the steps they might follow to improve their performance. You can have them write down their ideas and elicit / give some ideas, for example.
  - *Practice what I have to say to improve my participation in a dialogue.*
  - *Revise how to use modal verbs.*
  - *Listen to conversations in English on the Internet.*
  - *Improve my communications skills.*



# Evaluation Instrument

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

The Evaluation Rubric can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. You might want to keep this instrument as evidence of your students' learning.

Achievements / Descriptors	Always or almost always	Usually	Sometimes	Never
<b>Listen to and revise dialogues about community services</b>				
Recognizes topic, purpose and intended audience				
Identifies the main idea				
Distinguishes information and attitude				
Identifies speakers' positions (role, subject, or school)				
Notifies language register				
<b>Understand the general and main ideas</b>				
Articulates general sense of a dialogue				
Compares the meanings of words and expressions				
Distinguishes types of sentences and modal verbs				
Derives the meaning of the parts of the dialogue				
<b>Exchange information about community services</b>				
Identifies the speaker's roles, roles of workers, and relationships				
Takes turns speaking				
Includes relevant details and essential information				
Make questions to ask for and to give information				
Considers how to use or deliver necessary information				
Participates in brief dialogues with confidence				

**SOCIAL LEARNING ENVIRONMENT:** Academic and Educational  
**COMMUNICATIVE ACTIVITY:** Interpretation and follow-up of instructions.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Write instructions for using a bilingual dictionary.

Achievements	Teaching Guidelines	Evaluation Recommendations
<p>1. Recognize and review the structure of bilingual dictionaries.</p>	<ul style="list-style-type: none"> <li>• Discuss the structure and content of bilingual dictionaries and compare them with lists of words and their equivalents in Spanish, Arabic, and English.</li> <li>• Analyze the structure and content of bilingual dictionaries.</li> <li>• Identify the main parts of bilingual dictionaries.</li> <li>• Compare and contrast the structure and content of bilingual dictionaries.</li> </ul>	<p><b>Collect evidence such as:</b></p> <ul style="list-style-type: none"> <li>• Bilingual dictionaries.</li> <li>• Lists of words and their equivalents in Spanish, Arabic, and English.</li> </ul>
<p>2. Understand the use of textual components of bilingual dictionaries.</p>	<ul style="list-style-type: none"> <li>• Show curiosity and interest in searching for and obtaining information.</li> <li>• Locate words in English and in the mother tongue.</li> <li>• Read definitions of words in English and the mother tongue.</li> <li>• Determine types of words based on abbreviations.</li> <li>• Understand instructions for using a bilingual dictionary.</li> </ul>	<p><b>Final product:</b></p> <ul style="list-style-type: none"> <li>• Bilingual dictionaries.</li> <li>• Lists of words and their equivalents in Spanish, Arabic, and English.</li> </ul> <p><b>Suggested evaluating instrument:</b></p> <ul style="list-style-type: none"> <li>• Bilingual dictionaries.</li> </ul>
<p>3. Write a bilingual dictionary.</p>	<ul style="list-style-type: none"> <li>• Identify types of words in a language.</li> <li>• Write a list of words and their equivalents in Spanish, Arabic, and English.</li> <li>• Write a list of words and their equivalents in Spanish, Arabic, and English.</li> <li>• Write a list of words and their equivalents in Spanish, Arabic, and English.</li> <li>• Write a list of words and their equivalents in Spanish, Arabic, and English.</li> <li>• Write a list of words and their equivalents in Spanish, Arabic, and English.</li> <li>• Write a list of words and their equivalents in Spanish, Arabic, and English.</li> </ul>	
<p>4. Edit instructions.</p>	<ul style="list-style-type: none"> <li>• Favor cooperation and integration in school work.</li> <li>• Value the use of punctuation and standard spelling.</li> <li>• Remove and/or add information in order to improve instructions.</li> <li>• Write final versions.</li> </ul>	

## GET GOING

### Lead-in

You can direct students to the opening page of the module and ask them to read the opening question and discuss it in pairs or groups. You can have them share ideas with other classmates and elicit a few answers. You can then introduce the topic of the unit.

### 1. Look at the pages of three dictionaries. Write the correct letter under each picture.

- You can have students look at the pages of three dictionaries. You could read aloud the two options and ask students to write the correct letter a or b. You can then elicit / give the meaning of *monolingual* = one language and *bilingual* = two languages.

#### Answers

a; a; b

### Extra Activity

You could have students close their books and organize an activity to review the English alphabet. Arrange the class in pairs. Ask: *How many letters does the English alphabet have?* Elicit the correct answer: *The English Alphabet has 26 letters.* Have students tell you the letters as you write them on the board. Then ask some questions and brainstorm the answers.

- What's the 13th letter of the alphabet? (M)
- Write two words starting with the fourth letter of the alphabet. (dictionary, day, dad)
- Write a word that includes the fifth and the twentieth letter of the alphabet (ten, enter).



Page 23



At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book. After exploring the title and the initial image with them, ask them to solve the section *Get Ready to Read* on page 32 of their student's book. Then, have them do section "Get into the Text". They can do this working in pairs.

You might take your group to the school's library and explore dictionaries. Alternatively, you might ask students to bring a dictionary and explore it in class. If it is not possible for all the students to bring a dictionary, organize them in groups and ask students to explore them together.

### 2. Work in pairs. Write True or False to the statements below. Then discuss the answers.

- You can have students answer the True / False statements to reinforce the concept of monolingual and bilingual dictionaries.
- You can write the questions on the board and have students work in small groups. You can then ask them discuss the answers and make a brief list of the answers to both questions.
- You could ask volunteers to write their answers on the board and then discuss them with the whole class.

#### Answers

a True; b True

## GET GOING

### 3. Look at the dictionary page below. Check the correct option.

- You can refer students to the dictionary page and have them identify the elements of a dictionary illustrated in the picture. Ask: *How many elements can you identify? Answer: 7. Which are they? Have volunteers say the elements. Ask a few questions about the elements. Which are the Guide Words? nail and narrow. Which letter indicates the part of speech? v (verb) What do Arabic numbers 1 and 2 indicate? The different meanings.*
- You can have students circle the correct option below the dictionary page.

#### Answers

This page can be found in a bilingual English-Spanish dictionary.

### Extra Activity

You could organize students in pairs and have them create a section of dictionary similar to the illustrated on Activity 4. You could ask them to think of a different word. The section should contain the same elements. Students may do this in their notebooks or on a larger piece of paper and then display their work in the classroom.

### Critical Thinking

You could organize students in pairs and write this question on the board: *Why is all the information about part of speech, sample sentence, etc important? Have students reflect on the possible answer to, then elicit a few ideas.*

### 4. Use the dictionary elements in Activity 4 to complete the definitions below.

- You can read the instructions aloud and have volunteers read the definitions individually. You can then ask students in pairs to use the dictionary elements from Activity 4 to complete them. Check the answers by calling out the elements and then elicit the correct answers.

#### Answers


- a** Guide word; **b** Sample sentence;
- c** Entry word; **d** Part of speech;
- e** Different meaning; **f** Translation;
- g** Pronunciation

# GET GOING

- 5. Look at the dictionary entries. In the organizer, write the abbreviation for each part of speech. Then add the entry word to each category.**
- You can refer students to the organizer on page 29 and have them look at the parts of the speech in there. Ask *How many parts of speech are there? What are their names?* Elicit the answers.
  - You can direct students to the dictionary entries and ask: *What elements of a dictionary can you see in these entries?* Answer: *pronunciation, part of speech and translation.* You can have students write the abbreviation for each part of speech in the appropriate box, and then ask them to add the entry words to each category.
  - You can have a volunteer copy the organizer on the board, and then ask them to come to the board to write the answers.

### Answers

Article: art, the; Adjective: adj, tall; Adverb: adv, slowly; Conjunction: conj, and; Noun: n, window; Preposition: prep, under; Pronoun: pron, she; Verb: v run.


- 6.  Work in pairs. Discuss the questions.**
- You might want to read the questions together with the class and have students discuss in pairs. To check the answers, you can have students add to the organizer on the board the translation in Spanish of the parts of speech. You can then elicit a few examples of each category in Spanish.

### Answers

1. Parts of speech: *Partes de la oración: artículo, adjetivo, adverbio, conjunción, sustantivo, pronombre y verbo.* 2. Except for noun, the rest of the words are very similar. 3. Answers will vary.

### Extra Support

You could also model pronunciation of the parts of speech, and do some choral repetition. The names of parts of speech are similar in Spanish, so to prevent students from having language 1 interference, as you pronounce the words, you might want to focus on the stressed syllables (underlined): article, adjective, adverb, conjunction, preposition, pronoun.

- 7.  Work in pairs. Look up the words below in a dictionary. Write the abbreviation for the part of speech next to each word.**
- You can read the instructions aloud, organize the class into pairs and ask students to use their dictionaries for this activity. You might want to check answers as a class.

### Answers

**a** curiosity (n), floor (n), see (v), butterfly (n); **b** big (adj), attractive (adj), lion (n), brave (adj); **c** always (adv), beautiful (adj), sometimes (adv), usually (adv)

- Circle the word in each group that does not belong.
- Compare your answers with other classmates. *Did you circle the same words? Do you have the same abbreviations?*
- You can have students do the task. Ask them to compare their answers with another pair of students. Check answers as a class.

### Answers

**a** see; **b** lion; **c** beautiful

## STOP AND THINK about...

1. Match the parts of speech with the examples. Write the missing numbers (1 to 8) or letters (A to H) in the table below. There is one example done for you.
  - You can direct students to the chart and then read the instructions aloud. Explain to students what they have to do. You could demonstrate by doing the example together with the class asking *What part of speech is an example of an article?* Elicit the answer F = the.
  - The activity may result interesting for your students. You can have them work in pairs to solve the puzzle, which is basically a matching exercise but the inclusion of numbers and letters make it more challenging.
  - When students have finished, you can elicit the answers as a class. Alternatively you might copy the table on the board and ask volunteers to write the correct answers.

### Answers

1-F; 2-B; 3-G; 4-A; 5-D; 6-H; 7-C; 8-E

2. Use the parts of speech in the table to complete the sentences below.

- You can ask students to keep on working with the same classmate. Monitor the activity as students complete the sentences. This activity helps students identify some features in a sentence in order to identify the correct part of speech. For example, sentence d ends with an adjective, and students should be able to notice that adjectives go before a noun.

### Answers

a from; b but; c careful; d dictionary; e carefully; f She; g read; h the

### Extra Activity

You could ask students to make a puzzle like the one on Activity 1. Have them copy the table in their notebooks, and use different colors to fill in the boxes in the table.

Students then change the order of the parts of speech and add new words as examples to match. You might ask students to do for homework a list of gapped sentences as an additional task.

## GET MOVING

### 1. Look at the picture. Answer the questions below.

- You can refer students to the picture of the dictionary on page 31 and then read the questions aloud. You can let students think about the answers individually.
- You can organize students in pairs to compare their answers and then check as a class.

#### Answers

**a** Bilingual, because you can see the words *Dictionary* and *Diccionario*;  
**b** *Alphabetically*; **c** late and bote

### 2. Work in pairs. Read the instructions for alphabetizing words. Order the words in the box on the proper dictionary page indicated by the guide words. IPW

- You can elicit the meaning of *alphabetizing* = *put words in alphabetical order*. Read together with the class the instructions for alphabetizing. You can demonstrate the steps with these words: *man / men* and *mark / mask*.

#### Extra Support

On the board, you could write the alphabet to help students identify the order of the letters.

#### Answers

**a** analyze, and, angry, animal, annoy, annual, **b** skill, sky, sleep, small, smell, snack, snow

#### Extra Activity

You could have students in groups look up the words from Activity 2 in a dictionary, and find the following information for each word: *part of speech* and *translation*. You can organize it as a competition, by setting a time limit and having students write down the information on a large piece of paper. Ask them to add a sample sentence in English. Have students paste their paper on the wall. The first team to finish has an extra point. Then give points for each correct answer.


## GET MOVING

**3. Look at the words below. Use a dictionary to find the meaning in English or Spanish. Read their entry and complete the table with the information you find. When the word has a different meaning, add it to the table.**

- You can read the instructions to the class and go through the information in the tables. You can let students work in pairs and ask them to have their dictionaries at hand for the activity. Monitor the activity and help when necessary, then you might elicit a few answers.

### Answers

habilidad = skill; head = cabeza. The rest of the answers will vary.


-  Share your answers with a classmate. How similar or different is the information you found?

### Poster Activity

You can use Image 2° the Teacher's CD for further practice on parts of speech. You might have students make a table in their notebooks to classify the words on the image. You could ask students to use abbreviations for the parts of speech: *v, n, adj*, etc.




IMAGE 02

**4.  Work in pairs. Read the text and discuss the advantages and disadvantages of printed and online dictionaries. Which ones do you prefer? Why**

- Have students read the text in pairs. Then ask them to discuss the advantages of printed and online dictionaries.
- You can ask students to take brief notes if they want as you will be eliciting their ideas.
- You can draw two columns on the board: Advantages / Disadvantages. Organize the activity as a class, and brainstorm ideas.
- You might want to encourage the class to add their own ideas, for example, sometimes the connection to Internet is really slow, or there is no Internet in the

area, maybe some students do not have access to a computer on a regular basis and then printed dictionaries can be the best option.

- If students give their opinions in Spanish, you could translate them into short phrases or sentences in English and motivate them to say their answers in English too.

**5.  Work in pairs and follow the instructions.**

- You might want to read the instructions together with the class and make a pause after each statement so that students are clear on what they have to do. You might ask a confident student to translate the instructions into Spanish.
- Students should classify all the underlined words and make a table to classify the words. Alternatively, students might work in small groups and make the table on poster paper and add illustrations to show the meaning of some of the words. If you carry out the activity like this, you can have students display their tables on the classroom walls.
- This is an activity which is part of the stages of the unit product, and helps them become familiarized with categories of words in English and in their language. Finally, it also helps the students develop their Dictionary Skills.
- Reflect on your progress. The aim of this question is for students to reflect on the activity they have just done in preparation for the final product.
- You can read the question together with the class and you might have students reflect on the answer for some minutes. Allowing students to compare their answers in pairs, inviting them to discuss the reasons behind each selection is a great way to invite deeper reflection on progress.
- Offer help and support to students who seems to consider their progress is slow.

### Extra Activity

You could ask students to reflect on their progress so far. As they have been participating in a variety of activities with words, they will probably feel confident on this skill.



# GET MOVING

**6. Mark (✓) what you have done to get prepared for writing instructions to use a dictionary.**

**Reflect on your Progress.**

- You can read the information with the class to make sure everyone understands the task and its objectives. Students will probably need a few minutes to complete the activity. Monitoring would help here to gain a sense of what their perception of their own progress is.
- Offer help and support to students who seems to consider their progress is slow.

**7. Complete the list of instructions to use a bilingual dictionary with the word in the box. You have to use the word read three times.**

- You can have a volunteer read the instructions. Ask students to go through the list and find terms they learned in previous lessons, for example, *alphabetically, guide words, entry word,* etc. Then read the list of words aloud. You can then have students choose the word that completes the first statement. Elicit the answer: *Read.*
- You can allow students to work in pairs and continue completing the list of instructions. Do not check answers for now as they will listen to a recording in Activity 8 to check them.

**Answers**

1 Read; 2 Look; 3 Check; 4 Read; 5 Use; 6 Identify; 7 Read; 8 Find

**Extra Support**

Before doing Activity 6, you could ask students to go back to Activity 4 on page 28 to review the elements of a dictionary.

TRACK 07



**8. Work in pairs and compare your answers. Then listen to the instructions to check your answers. Complete the list of instructions to use a bilingual dictionary with the words in the box. You have to use the word read three times.**

- Play the audio and you can ask students to complete the spaces. Play the audio a second time, pausing the recording for students to check or complete the statements. You can then check answers as a class.

**9. Look at the forms of the verbs in the sentences in Activity 5. Then check the correct definition of the form of imperative sentences.**


- You can read the instructions and the statements together with the class. Ask students to do the activity individually and then compare their answers in pairs.
- The imperative form is relatively easy to understand by English learners, although sometimes students tend to add the subject before the verb.

**Answers**

a

## GET MOVING

**10. Read the text. Complete the instructions with a word from the box. Add capital letters when necessary.**

- This Activity has two main objectives: to provide students with a guide to write their instructions for the unit project, and to provide further exposure to the imperative form of verbs.
- You can direct students to the text and the words in the box and have them read the whole text individually before they start completing the instructions.
-  Work in pairs and compare your answers.
- You can have students compare their answers and then check answers as a class by having volunteers read the text aloud.

**Answers**


**a** Write; **b** Start; **c** give; **d** Order; **e** Use

**11. Match the columns to form sentences that give instructions to use a dictionary.**

- You can have students match the columns to form complete answers. They might draw a line to connect the halves.
- You might want to elicit the answers by having volunteers read the full sentences.

**Answers**

**1** d; **2** c; **3** b; **4** a

**12.  Work in pairs. In your notebook, copy the sentences from Activity 9 and the sentences from Activity 5, page 33. Decide on the following.**

- You can read the instructions, one by one, together with students. It is very important that students are clear on what they have to do as they will starting the last stage of the product.
- Allow enough time for students to plan this activity thoroughly. You can encourage them to take their own decisions on what they consider the most important instructions. However, motivate them to give a reason for their sequence of instructions.
- Monitor the activity and provide help when necessary.
- You could encourage students to reflect on their progress. Have them discuss in pairs or small groups the answers to the questions.

# STOP AND THINK about...


## ...learning

1. There are some mistakes marked in the text below. Write the types of mistakes they are: **CL** (Capital letter), **S** (Spelling) and **P** (punctuation).

- You can read the instructions together with the class then direct students to the text. Make sure students are clear on the meaning of capital letter and spelling.
- You can organize the class in pairs and have students label the types of mistakes. Explain to students that what they are doing now is one important step in the writing process. Recommend doing this after they have written the first draft of a piece of writing.
- It is advisable that students are familiarized with a set of basic editing marks so they can edit their work. Consider the level of your group in case you want to add later a few extra editing marks, for example VT for verb tense or WW for wrong word.
- You can copy the text on the board for students to mark and label the mistakes so that you can check as a class.

### Answers

**CL:** Sometimes; **S:** important, find, words; **P:** language.

- Explain to students that after they edit the text, that is, after they mark corrections in a text, they should write a new version with the mistakes corrected. Ask students to work individually on the task of writing a new version of the instructions and then they can compare in pairs their texts.
2.  **Work in pairs. Now it is your turn to identify and mark the mistakes in the list of instructions below. Use the marks you learned in Activity 1.**
- Organize the class in pairs. Then you can have students mark the mistakes, using the editing marks they learned in Activity 1.

- Ask students to compare their marks with another pair of classmates. You can copy the sentences on the board and have volunteers mark the mistakes in each instruction.

instructions to use a dictionary  
 Look up the word.  
 Check the part of **speech**  
**Choose** the best dictionary for you.  
 find the meaning or translation.  
 look for examples.

- To discuss the questions, you can organize the class in groups of three or four students. You might want to copy the questions on the board and read each question aloud. Ask students to discuss the answers for a few minutes and then elicit the answers from the whole class.

### Suggested Answers


#### Instructions to use a dictionary

(Choose the best dictionary for you)

1. Look up the word.
2. Check the part of speech.
3. Find the meaning or translation.
4. Look for examples

The title could be written in capital letters, or it could be written in a different color, or in a different style.

The sentence Choose the best dictionary for you is not necessary to give instructions to use a dictionary.

3.  **Work in pairs. Follow the steps from Activity 2 to edit the sentences you wrote in Activity 12, page 34, in preparation for the final version of your instructions to use a dictionary.**

- Tell students that now they will edit or make corrections to the sentences they wrote before. Explain that it is advisable to edit their pieces of writing in a different color to the one they used to write. Monitor the activity and then ask students to prepare their final version of their instructions.

# STOP AND THINK about...

## ...language \_\_\_\_\_

**1. When you write a short list of instructions, you can use some words or phrases to indicate the sequence of each instruction. Read the phrases and put them in the correct box.**

- You can go through the whole list of phrases and model pronunciation. Then organize students in pairs, and ask them to put the expressions in the correct box.
- You can copy the table on the board and have volunteers write the answers. Make any corrections if necessary. Tell students they may find these phrases useful when writing instructions.

### Answers

**Beginning:** First, To start; **Continuing:** After this, and, and then, next, then; **Ending:** Finally, to finish.

**2. Read the text about instructions. Use some of the expressions from Activity 1.**

- Read the text aloud. Then you can have students read the text individually. Clarify any vocabulary if necessary if you can, and then elicit a sequence word to complete the first space. Possible answers are: To start / First.
- You can let students continue working on their own.
- Ask students to compare their answers. Then have students practice reading the instructions aloud.

### Answers

To start; Next; Then; After this.

### Reflect on your progress.

- You could read the questions together with the class or ask a volunteer to read it aloud.
- Allowing students to compare their answers in pairs, inviting them to discuss the reasons behind each selection is a great way to invite deeper reflection on progress.
- Offer help and support to students who seems to consider their progress is slow.

## GET AHEAD

### 1. Preparing

- Ask students to review all the activities they have carried out throughout the unit.
- You can ask students to focus on the activities included in the table, as well as in Activity 3, page 35.
- You might organize the class in pairs. Allowing students to explore the activities in pairs and inviting them to discuss all the activities they carried out is a great way to invite deeper reflection on their achievements in this unit.
- Ask students to choose the bilingual dictionary they will use in the next stage. Encourage students to ask any doubt they may have so that they can perform the activity with no difficulty.
- The aim of this section is for students to reflect on the product they have created and to gain awareness of the work throughout the unit that has brought them to this point.

### 2. Presenting

- You can organize students into pairs and ask them to exchange their dictionaries and instructions.
- Students may choose three new words and then follow their partners' instructions to look them up in the dictionaries. In their notebooks, students can write down the information they find.
- Once the activity has finished, on the board, you can write the questions to discuss: *How useful did you find the instructions? Are the instructions in a sequence easy to follow? What would you add to the instructions?*

- You can ask students to give feedback to their classmates using the questions as a guide. You should give them an example: *I think the instructions were useful, and the sequence was correct, it helped me find the words easily. I don't think you need to add anything, or You might add some words like First, Then, to indicate the sequence.*
- Monitor the activities. As students work, you might want to take notes so you can give constructive feedback at the end. You can use phrases such as: *I noticed... Your instructions were well organized! You included all the elements of the dictionary in your instructions! Your illustrations were useful!*

### 3. Reflect on your progress

- You can read the information with the class to make sure everyone understands the task and its objectives. Students will probably need a few minutes to complete the activity.
- You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students perceive they are doing, so that you can plan remedial activities like having extra practice with the language of the unit: imperatives and sequence word, or consolidating their knowledge on the parts of speech. For this purpose, students might create a memory game to match the parts of speech with example words.

## reading CORNER

### GET READY TO READ!

- Before students start reading the article *The History of Dictionaries*, you can have them work in pairs and complete columns 1(K) and 2 (W) of the table in their books. You might guide by asking two or three questions, e.g. *Do you know who writes dictionaries? How are dictionaries made? Who collects the words?*

#### Extra Support

If necessary, you could have your students copy the *KWL* table in their notebooks so they can add all the information they want!

### GET INTO THE TEXT!

- As students read the text, you can ask them to check if they could find information about what they already know, and if they found out what they wanted to know. Ask students what they can do to find the information they didn't find. You can then elicit a few ideas.
- You can have students fill in the last column with the new information they learned from reading the article. You should guide them to write short phrases or sentences, for example:
  1. *The definition*
  2. *Who makes dictionaries*
  3. *When the first dictionary was printed, etcetera.*

### GET TOGETHER

- You can have students work in small groups to compare the information they have in the last column of the table. Then ask students to decide on the most interesting fact they found about dictionaries. Stop and think about language. You might want to refer students back to page 30 and use some of the phrases in their discussion.
- You can ask students to discuss the questions. You can have them come up with ideas about sources they can consult to find the information they still want to know about dictionaries: the library, Internet, dictionaries websites, encyclopedias, etcetera.

## Reader

### Answer key

#### GET THE MAIN IDEA

1. T 2. F 3. T 4. F

#### GET THE DETAILS

1. Lexicographers 2. Names of animals, ships, and stars 3. Because the French people had a great influence on culture and politics in England 4. In 1604 5. Samuel Johnson 6. The American English Dictionary

#### GET THE WORDS

1. ago (p. 24) 2. collection (p. 24) 3. research (p. 27) 4. civilization (p. 29) 5. influence (p. 29) 6. perspective (p. 30) 7. in the meanwhile (p. 31) 8. focused (p. 32)

**QUICK CHECK**

- You can have students work individually on this page.
- You can read aloud the instructions for each part of the Quick Check.

**Answers**

**Part 1:** You take a look; You browse; You look up; You put.

**Part 2: The:** el, la, los, las - article;

**bilingual:** bilingüe - noun, adjective;

**usually:** usualmente - adv; **advantage:** ventaja - noun; **learn:** aprender - verbo;

**foreign:** extranjero - adjective; **and:** y, conjunction; **a:** article - un, una.

**Part 3: 1 e; 2 d; 3 a; 4 b; 5 c**

**SELF-ASSESSMENT**

- You can read together with the class all the statements in the self-assessment box. Make sure students are clear on every *I can statement*.
- You should explain the meaning of each heading:
  - I get it** = I can do this with no problem.
  - I almost get it** = I can do this but sometimes I have some problems to do it.
  - I need more work to get it** = I can't do this, or I find this very difficult to do.
- To promote students' autonomy, you can ask them to reflect on the steps they might follow to improve their performance. Have them write their ideas. Elicit / give some ideas, for example,
  - *Revise in more detail the sections and elements of dictionaries.*
  - *Write instructions using imperative sentences.*
  - *Analyze the functions of words in a sentence to identify the part of speech they are.*

# Evaluation Instrument

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

The Questionnaire can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. You might want to keep this instrument as evidence of your students' learning.

Can the student...	1	2	3	4
1. identify the main parts of the text and the main idea of the text?				
2. identify entries and subentries in the different sections of a bilingual dictionary?				
3. understand the use of abbreviations and special characters?				
4. locate words and read definitions in English and in the mother tongue?				
5. understand the use of the imperative form?				
6. understand instructions to use a bilingual dictionary?				
7. understand the use of abbreviations and special characters?				
8. make a list of abbreviations?				
9. use the imperative form?				
10. use the imperative form?				
11. understand the use of abbreviations and special characters?				
12. use conventions of punctuation and spelling correctly?				
13. understand the use of abbreviations and special characters?				
<b>TOTAL SCORE</b>				

- 31-40 Excellent, exceeds expectations.
- 21-30 Good, meets expectations.
- 11-20 Needs support.
- 0-10 Does not meet expectations.



**SOCIAL LEARNING ENVIRONMENT:** Recreational and Literary  
**COMMUNICATIVE ACTIVITY:** Read Classic Tales.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Literary Expression

Achievements	Teaching Guidelines	Evaluation Recommendations
1. Identify and describe the main events.	<ul style="list-style-type: none"> <li>• Paraphrase each topic (repeatedly) orally.</li> <li>• Recount the text orally at least once and compare it with the original text.</li> <li>• Identify main events.</li> <li>• Anticipate the plot as an exercise and predict the main events.</li> <li>• Retain the main plot, phrases and the main characters.</li> </ul>	<p><b>Collect evidence such as</b></p> <ul style="list-style-type: none"> <li>• List of words, key events.</li> <li>• Diagrams about the content, words on the page.</li> <li>• Review their summaries.</li> </ul>
2. Understand general sense and main ideas.	<ul style="list-style-type: none"> <li>• Anticipate content based on graphic and textual components.</li> <li>• Use different comprehension strategies.</li> <li>• Recognize general sense and locate key events.</li> <li>• Determine number and order of key elements.</li> <li>• Value reading as a leisure activity.</li> </ul>	<p><b>Final product</b></p> <p>Story book</p> <p><b>Suggested evaluating instrument</b></p>
3. Compare and contrast the characters and their actions and feelings.	<ul style="list-style-type: none"> <li>• Classify characters and describe the different traits of each character, such as the traits of temper, will and actions in their text or dialogues.</li> <li>• Consider the differences between the characters and their actions.</li> </ul>	<p>• Classify the characters and their actions.</p>
4. Express key events orally.	<ul style="list-style-type: none"> <li>• Contribute with observations and points of view.</li> <li>• Express personal reactions and opinions about events.</li> <li>• Promote respecting others' opinions.</li> <li>• Recognize events based on illustrations.</li> <li>• Make questions to locate specific information.</li> <li>• Express past actions and actions in progress.</li> </ul>	<p>• Classify the characters and their actions.</p>
5. Use words and phrases.	<ul style="list-style-type: none"> <li>• Retain the main plot, phrases and the main characters.</li> <li>• Retain the main plot, phrases and the main characters.</li> <li>• Retain the main plot, phrases and the main characters.</li> </ul>	<p>• Classify the characters and their actions.</p>



# GET GOING

## Lead-in

You can direct students to the opening page of the module and ask them to read the opening question and discuss it in pairs or groups. You can have them share ideas with other classmates and elicit a few answers. You can then introduce the topic of the unit.

### 1. Read the title of stories and match them to the correct picture.

- To start the class, you may have students look at the pictures. Ask: 1. *What can you see in each of the pictures?* Elicit answers as you introduce and explain vocabulary items such as *witch, wizard, step-mother, step-sisters, snow, ice, swan, tin-man, and scarecrow.*
- Read the titles of the stories, and ask the students if they know them. If they don't, try to elicit the names of the tales in Spanish. Have students answer the exercise individually and then check answers as a class.
- You can divide the class into groups of three or four and have them discuss the questions below the pictures. You should guide students to remember famous tales by the authors mentioned such as *Rapunzel*, and *Rumpelstiltskin* by the Grimm Brothers; *Little Red Riding Hood* and *The Sleeping Beauty* by Charles Perrault; *The Little Mermaid* and *The Emperor's New Suit* by Hans Christian Andersen; *Mother Goose* by Frank Baum.

### Answers

a 3; b 4; c 2; d 1

TRACK 08

### 2. Listen to two students deciding on a story to read. Mark (✓) the stories they mention.

- Before doing the task, you can ask students to predict phrases or words they will hear in the conversation. Write them on the board.

- Play the audio once for them to check quickly if the phrases they predicted are in the audio.
- You can play the audio again and ask them to answer the activity. Check answers with the class.

### Answers

1 *Cinderella*; 4 *Wizard of Oz*.

TRACK 08

### 3. Listen to the conversation again and mark (✓) the reasons they are considering to choose a story.

- You can read instructions and the options aloud to the class.
- You may go over each item to make sure students understand the options, or you can elicit the meaning of words from the class.
- You can Play the audio once and have students complete the questions individually.
- You can let students compare their answers in pairs to then elicit the correct answers.

### Answers

5 familiar / unfamiliar

6 interesting / boring

You might want to consider asking students what the criteria they would follow to choose a story is. Mention other possibilities like recommendation from friends or teachers or curiosity.

## GET GOING

### 4. Read the following story and answer the question.

- For this part of the class, it might be a good idea to start with books closed.
- You can ask your students if they enjoy reading and what kind of stories they prefer. Accept all answers without judging.
- Tell the class they will read a story called "The Six Swans". You can ask if anyone is familiar with the story. If someone is, tell them to tell you a bit of the story without revealing the end. If no one is familiar with the story, you can ask them to guess what the story is about.
- You can ask students to open their book and read the title of the story and the author. Ask if they are familiar with other stories from the Brothers Grimm. You might want to mention *Hansel and Gretel*, *Cinderella* and *Little Red Riding Hood* as examples of stories by these two authors.
- You should direct students' attention to the question they have to answer. Make sure they understand they just have to find (or confirm, if they are familiar with the story) the topic of the story. They don't have to stop and understand every little detail.
- You can ask students to read the text quickly to find the answer. You may time this reading so that they don't stop to ask for vocabulary. Tell them again that this first reading is just for general understanding.

- Check answers with the class.
- You can direct students' attention to the *Get Smarter!* Box. Ask them if this tip helped them while reading to answer this activity.
- You can check if they have identified a word they would like to look up in a dictionary. If dictionaries are available, you could tell them to quickly check that word. Otherwise direct them to the glossary at the end of their book to see if any of the words there can help them.
- You might want to remind students that general understanding of a text needs fluent reading. That is, reading without stopping to get involved in the story.

### Answer

The story is about a girl whose brothers were transformed into swans by an evil witch.

### Critical Thinking

You could raise students' awareness of the fact that we do not always get to choose the texts we have to read, and that it is important to develop an ability to read all kinds of texts. Ask students: *How can you develop an ability to read all kinds of texts? How can you become a good / critical reader? Can you give an opinion about a book just by looking at its cover? You could guide them to understand that it is important to read with an open mind and not to decide if we like a text or not until we have understood it and analyzed it from different perspectives.*

## GET GOING

### 5. Number the events of the story in the order they happened.

- You can ask the class: *What happens at the beginning, in the middle and at the end of the story?* Have students answer in their own words.
- You can read the instructions and the options aloud to students and make sure they understand the words in the options.
- Students can work individually to solve the activity. You may assign a bit more time for this reading task.
- You can ask students to compare their answers with a classmate.
- You can check answers as a class.
- You might want to make sure students understand that the story is told in the past tense by asking them what elements or words in the text indicate the story is told in the past (the phrase "Once upon a time" which means a long time ago and the verbs in the past tense).

#### Answers

(From top to bottom, first column) 4, 5, 7, 1; (second column) 6, 3, 2



### 6. Work in groups and follow the instructions.

- You can let students work in groups of three or four students.
- You can tell students to work together to imagine the end of the story. They can write notes about their ideas but they don't have to write. You can suggest groups to nominate a person who will share the final idea they get to with the rest of the class.

- You can have a representative for each group share their ending with the rest of the class. As they listen, tell students to take notes as they will vote for the best story.
- On the board you could write: *tragic / interesting / funny* as categories to vote for. You could also add a couple of more categories if your class is large. Conduct a class vote on the most tragic, most interesting, and funniest stories. When you get the results you could ask individual students specific questions about the stories like: why do you think this ending is the funniest?
- You can direct students' attention to the real ending and have them read it quickly. Conduct a new class vote on the ending that was closest to the real one, asking students why.

#### Extra Support

- If students do not seem to have ideas for the ending, you could direct them with questions like: Do you want your ending to be happy or sad? What do you think happened to the main characters in the end? What are the main problems in the story? How can they be solved?
- You could invite the students to invent a new ending in just one sentence. Do not focus on correct grammar at this point, just on the central idea and on promoting your students' creativity.

-  Page 36  At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book. After exploring the title and the initial image with them, ask them to solve the section "Get Ready to Read" on page 53 of their student's book. They can do this working in pairs.

# STOP AND THINK about...

## ...language

- 1. Read the examples from the story and analyze the information about the time when they happened. Write the correct heading in the spaces.**

LANGUAGE REFERENCE

- The objective of this activity is for students to notice and reflect on meaning and use of the past tenses.
- You can have students read the example sentences and the meaning in the line below the examples. Ask students to think when the particular action happened. Refer students to the *Language Reference* on the page 177 if necessary.
  - Elicit answers from the class.

### Answers

1 Past continuous; 2 Simple Past; 3 Past Perfect.

- You can go over the structure of the past tenses highlighting important points, e.g. *When do we use "was" and when do we use "were"? Can you give me examples of regular verbs in the past? What about irregular verbs?*
- You can let students work in pairs and underline one more example of each type of sentence from the story. Elicit answers from the class.
- You might want to direct the students' attention to the last instruction of this activity (think about another story) and the examples in the speech bubbles. Elicit more examples from "Cinderella" or another story and then ask them to work in pairs to talk about another story. If they don't know any classic stories, they could talk about local myths or legends, or stories from movies or TV.

If your students are already using past tenses correctly, you might want to consider going through this activity very quickly, reminding them that the objective of understanding how the past tense works is to support their learning, not to make it more complicated. Devote more time to the last instruction in activity 1.

- 2. Fill in the sentences with the correct form of the verb (past simple or past continuous)**

- You can discuss with your class the specific situations in which we use past simple and past continuous: Past simple is used to talk about completed actions at a definite time in the past. Past continuous is used to talk about actions that were interrupted in the past.
- You can let students continue to work in pairs and complete the sentences.
- Go over the answers as a class.

### Answers

1 Read, 2 was, 3 gave, 4 was reading, remembered, 5 didn't know, 6 was doing

- You can ask students to read the question to think about their progress. Have them decide if they can narrate part of a story in the past, a complete story or nothing. This can be an individual task where they write their "evaluation" in their notebook and they don't need to share it. You should invite them to think of evidence to support what they think can / can't do. After that, you can elicit ideas from the class on how to improve the skill of telling a story to others. Ideas may include reading more, practicing telling a story, reviewing verbs in past, etcetera.

### Extra Activity

You could have students cut out a piece of paper in four and find four verbs in the past tense in the story. Have them work in groups of five and put their cards together eliminating verbs that are repeated. Tell students to shuffle the cards and put them in a pile on a desk. Have students take turns drawing out a card and say the verb they get in its simple form. If they are correct, they can keep the card. If not, they put it back in the pile. Give them 5 minutes to play. The winner is the student with the most cards at the end of the game.

To make the activity more challenging, students can also be asked to say a sentence in the past using the verb they get. Both the verb in simple form and the sentence have to be correct for them to keep the card.

## GET MOVING

**1. Match the elements of classic stories to their meaning.**

- You can elicit from students what “setting” is. You can accept all answers and then have them read options a-f to check who was right.
- You can give students the example of a setting in *The Little Mermaid* (a kingdom by the sea).
- You can have students work in pairs and finish solving the activity.
- You can allow pairs to check answers with others before you check as a class.
- You can invite students to tell you examples of the other elements using *The Little Mermaid* or any other story as an example. This will facilitate the next task.

**Answers**

1 e, 2 d, 3 a, 4 b, 5 f, 6 c

**2. Read the story of *The Six Swans* again and fill in the table. Consider the ending you chose in Activity 6, on page 44.**

- You can let students answer the activity individually. They can read the story again if necessary.
- You can have students compare their answers with their classmates. You can then explain that some answers might differ according to the ending they chose.

**Answers should be similar to:**

Setting: A kingdom near a forest.

Magical elements: A spell to turn people into swans.

Good Characters: The King, the Brothers, Edward, Elise.

Evil Characters: The Evil Witch that became queen, Melvina.

Problem: The king married the witch. The witch turned the brothers into swans.



Resolution: *Varies according to what students chose was the best ending.*

**3. Look at the illustration from the story. Work with a classmate and answer the questions.**

- You might want to direct students' attention to the illustration and ask: *Who are the women in the illustration? What is happening to the woman in the green dress? Who's the man? What are the swans doing?*
- You can divide the class into pairs and tell them to discuss the questions.
- When discussing question c you could tell students to concentrate on important or key events of the story.



- At this point you might want to make sure your students have read the story in their Reading Book. Ask students to solve the section “Get into the Text” on page 53 of their student's book. They can do this working in small groups.

**4.   Work with a classmate. On a separate piece of paper write a list of the most important events in the story.**

- You can keep students working with the same classmate. Have them look at the story once again and write a bullet-point sequence of events of what happened in the story. They should set in a single ending of the story.
- You can monitor the discussion and help groups by asking *What happened next?* or *What did Elise do?*
- You could try to have the class discuss their answers, and try to elicit a single, general time-line of events as a class.

## GET MOVING

TRACK



5. Listen to a student telling a piece of the story from a picture. Check the picture he's using.

- You can organize students in pairs. Play the audio for pairs to decide on the correct answer.
- You can check the answer with students and ask *What words from the audio track helped you decide on this picture?* Possible answers might include: *Melvina; Elise threw shirts in the air; flew; became human.* If necessary, you can play the audio again for them to check key words.
- You can ask students if they know the real ending of the story. If they don't, you could tell them that in the end Edward puts his mother in prison and he and Elise lived happily ever after.
- As a class, you can review the rest of the pictures. You can do a quick vocabulary review of the things they can see in the pictures, such as *trees, a castle, knitting,* and so on.
- You can have students take turns telling the story of a picture using their own words. You might want to monitor this part and encourage them to use the simple past to tell the events.

### Answers

The last picture is the one that has a check (✓)

6. Think about the work you have done so far in this unit and finish the sentences below.

- This activity invites students to reflect on their progress and it can be a great opportunity for you and your students to find out what goals have been met and to identify areas of improvement. You can read instructions with the class to make sure everyone understands what the task is about.
  - If you decide to give examples, you can write on the board simple alternatives to guide them like: 1 Now I remember... how to use the past tense, as I learned it in primary. / A story my grandmother once read to me... etc.
- 2 I now understand... what the elements of a classic story is.
  - 3 Reading a story and identifying main characters and events is...easy / difficult / impossible / fun / entertaining, etc.
  - 4 Using my own words to tell a part of a story is... easy / difficult / impossible / fun / etcetera.
- It is advisable to encourage the class to go back to the activities that have completed so far so that they can identify the best way to complete the sentences.
  - You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students perceive they are doing, so that you can plan remedial activities like reading more outside the class or finding simpler texts for them.

### Poster Activity

You could use image 3 on the Teacher's CD to provide extra practice on selecting key events from a story to retell it. Highlight the origin of the stories and their authors and open a class discussion on the cultural value of each asking students: *What are the stories about? How / Why did they become so popular?* Divide the class into groups of four and have them choose a story to retell to the rest of the class.



IMAGE 03

### Extra Support

- If your students are not so confident in English, you consider taking copies of the Audio Scrip at the back of the Teacher's Guide and have students read as they listen to the conversation. You can do this before they complete task 6. Afterwards, you can ask students to underline phrases or they think can be useful when telling a story.

## GET MOVING

### 7. Read the title of the story and guess with a classmate: What do you think the story is about? What country / culture do you think this classic tale is from?

- The aim of this activity is to give students a reason to read the text and awaken their curiosity towards the story. It can be a good idea to start with books closed and write the title of the story in the board, asking students to predict what the story could be about.
- Asking students to guess the country and culture a classic story is from is a great opportunity to discuss the fact that the term "classic tales" is very often only connected to the European tradition of story tellers, but there are classic stories in every culture which have the same or similar elements to the European one.
- After discussing the questions above, you can ask students to open their books and find clues to check if their predictions and guesses were correct.

**Note:** the most important clue to guess this is a classic Native American tale is the fact that they refer to an Indian hunter in the first paragraph.

- Before moving further, you can check general understanding by asking who the main characters are and what the lesson or main message from the story is. Alternatively, you can write on the board place, problem and resolution as titles of information they should give to you. Try to elicit the information from students, if they remember it from what they read. If they don't know the answers, tell them not to worry as they will read the story and listen to it.


### Extra Activity


Students could work in pairs to create an advertisement for the story "The Boy and the Wolves". Their ad can contain images and some words, and it should be attractive. You can invite pairs to share their ads and then the class vote on the most effective ones. With the class, you may analyze what makes the ads they created more or less effective, guiding students to see that to create that type of information, the general idea and message of the story has to be 100% understood, and that there are other important elements that are commonly used (like attractive graphics or design) to try to get people to read stories.



## GET MOVING

TRACK 10

8.  **Read and listen to the story. Summarize what happens in the story using the graphic organizer below.**

- Invite students to read the story as you play the recording, as they read, students can underline the information that they consider important.
- You can read the information in the boxes with the group and then explain that the organizer helps summarizing the story they heard and that the task is about choosing only the most important events.
- Students could do this activity individually, so that they can develop the ability to recognize the most important ideas in a story. Working in pairs or in groups later on will allow them to further develop this ability.
-  You can invite students compare their answers in pairs. Ask: *Are the answers the same or different?* If the answers are different tell them to decide how important the event is for the story. They should ask: *does the story make sense if I omit this piece of information?* If the answer is "yes", maybe that event is not key to the story.
- Check answers as a class.
- Invite students to re-read the summary of the story they chose before and then draw a similar diagram in their notebooks with the most important information from their story. They will use this information later on, to present the story to the class.


---

**Answers**



---

**Setting:** The Forest. **Event 1:** The father dies **Event 2:** The little brother is abandoned **Event 3:** The little brother turns into a wolf **Ending:** His older brother and sister suffer.

---

9.  **Use the graphic organizer from activity 10 to write the story of *The boy and the Wolves* in a paragraph with your own words.**
- You could go over the criteria in the box to make sure students know aspects to



consider when writing their version of the story.

- Students should work individually to write their own story. You can ask them to write just one paragraph.
- Once they have finished, you can have students exchange texts with a classmate and use the information in the box to make comments to their classmate.
- You might want to remind students to give positive feedback: If the story is not easy to understand, you can have them point to each other out what parts they don't understand. You can also have them highlight possible incorrect uses of capitalization, punctuation and grammar.
-  If students give back the text to their classmate, you can tell them to improve their version and keep it in their portfolio as evidence of their writing skills.

10. **Complete the questions for the following answers.**

- You can let students work individually and complete the task.
- You can tell students to use the *Language Reference* section if they need support to write the questions.


TRACK 11


-  You can play the audio once giving students opportunity to change the questions they wrote.
- You can play the audio a second time stopping after each question and checking them with the class.
- You can have students write four more questions about the story in their notebooks. Then, you can organize them in pairs and have them ask these questions.
- Still working in pairs, students could discuss which of the stories they prefer and why.
-  If you do a quick review of the story in their Reading Book, you can ask students to work in groups to do the section "*Get Together*" on page 53 of their student's book.

# STOP AND THINK about...


## ...language

**1. When telling stories, pronunciation is important. There are words in English that contain sounds that do not exist in Spanish. The box below contains a few examples. Write the words taken from the stories you read in the correct group.**

- You can have the students look at the words in the purple square, and clarify meaning if necessary.
- You can try to read the words aloud to them exaggerating the pronunciation of the sounds to check. You can have students put their hand to their throat to notice vibration with all of the sounds except /f/. Show a big smile as you read the words with /i:/.
- You can have the class read the words with you copying the movement of your mouth.
-  You can organize the students into pairs and have them categorize the words according to their sounds.

-  You can encourage students to approach a different pair to compare their answers.

TRACK 12

-  You can play the audio for students to check the correct answers.
- You can play the audio again, pausing after each word so that students can repeat after the recording.

### Answers

/ð/ brother, father, the; /f/ finished, wish;  
/u:/ flew, food, roots; /i:/ queen, seen

- You can read the IT stop with students and explain what a pronunciation app is: an application you download on a phone or tablet and that helps you practice individual sounds in English or words and sentences to improve pronunciation. If the class has access to technology and you believe they will benefit from using pronunciation apps, you can assign the task of looking for apps suggestions for the class as homework.

### Extra Support

You can read with the class the digital strategies summary at the end of the book. After that, discuss with the class possibilities of using pronunciation apps. If apps are not an option for you class, brainstorm possibilities of finding models of pronunciation somewhere else. Are there dictionaries with CDs in the library? Could they access videos or radio programs in English? Are there other teachers in the school who speak English and can help?

**2. Read the sentences from the two stories and circle the difference in the highlighted words.**

- You can discuss as a group what the difference between the highlighted words is (travelling spelled with one or two 'l', the color gray spelled grey).
- You can ask the class which sentence they think is correct – you can ask them to check in dictionaries if they are available. The conclusion should be that both spellings are correct, it is just a different variety of English.
- You can let your students know that sentences 1 and 3 are in British English. The story of *the Six Swans* is in British English while *the Boy and the Wolves* is in American English.
- you can read the *Culture stop* with the class and have students use dictionaries (if available) to check the variety of English the spelling of the words like favor, neighbor or color. After they check the spelling in their dictionary write them on the board and write the British Spelling next to them (favour, neighbour and colour). You can check with them if their dictionary has this information.. If dictionaries are not available you can let them speculate a little before going over the next piece of information.
- You could also briefly discuss with your class the differences between American and British spelling variances. You might discuss that:
  - British English uses “s” where Americans would use a “z” in words like organize, apologize, analyze.
  - Words Ending in “-or” usually end in “-our” in British English (words such as flavor, color, humor, favor).

**STOP AND THINK about...****Critical Thinking**

You could ask students: *What variety of English is better? What happens if we mix varieties when we speak/write? Guiding them to understand that no variety is better (or easier) than the other and that mixing varieties can give the impression of making mistakes.*

**...self**



- 1. Identify what happens when you read stories or long pieces of text. Mark (✓) the sentences that express your feelings or opinions.**
  - The objective of this activity is to raise students' awareness of their own reactions to literature and written expression. This is a moment of personal reflection. You can read the instructions and sentences with the class, and make sure you give them time to answer.
  - You can organize students into pairs and have them discuss their answers.
  - As a group, you can ask students to raise their hands if they answered a, b, c or d. You can discuss why it is good to read texts, and why they might sometimes have to do it. If many students answered D, it may be OK to spend some time in finding out why they see no point in reading, and perhaps discuss how they might become more interested in it.

**...being together**


- 1. Choose the best way to continue the conversations.**
  - The objective of this activity is to make students aware of different ways of continuing a conversation using positive responses.
  - You can go over this exercise as a class and discuss how each answer is negative or positive, and what could happen when using positive responses.
  - You can try to ask students to come up with other positive responses.
  - You can have students practice reading the exchanges in pairs encouraging them to use intonation that shows interest in continuing a conversation.
  - You can ask students to now discuss the stories that have read so far and ask and answer questions about them, trying to keep a conversation going.

## GET AHEAD

### 1. Preparing

- It is advisable to go over the information of this section with your students to make sure they get the information they have developed so far in the unit and that they understand what they will do with it.
-  Students can work in groups of four for the presentations. Or, if they have been working with the same pair to generate the information for the story they will present, you might decide to keep the work in the same pairs.
-  If possible, bring a big book of stories to give them an idea of the type of product you expect from them. You could encourage them to create something beautiful and nicely illustrated, because some students will be motivated by this. However, it is advisable to let them know that the goal of the unit is to tell a story effectively, so the focus should be more on that and not on illustrations.

### 2. Presenting

-  You can organize students into groups and explain they will take turns to show their material to their classmates, including pictures and text. You can ask them to have their “Big Book” ready for the presentation.
- You can ask students to write the answers to the questions on page 52 in their notebooks for each story.
- You could take notes of presentations in order to give written constructive feedback to teams at the end of the activity. Use phrases such as: *I noticed... you used the correct phrases to start and end the story!*
- You can organize class feedback where volunteers share their answers to the questions on page 52.

### 3. Reflecting on my Progress

- The aim of this section is for students to reflect on the product they have created and to gain awareness of the work throughout the unit that has brought them to this point
- You can read the information with the class to make sure everyone understands the task and its objectives. Students will probably need a few minutes to complete the activity. Monitoring would help here to gain a sense of what their perception of their own progress is.
- Allowing students to compare their answers in pairs, inviting them to discuss the reasons behind each selection is a great way to invite deeper reflection on progress.
- Offer help and support to students who seems to consider their progress is slow.

## reading CORNER

### GET READY TO READ!

- Before students start reading the story *Bearskin* in their Reader Book, you can have them answer the first question in pairs. You can check and discuss as a class.
- You can elicit from the class the elements of a story and write them on the board (setting, magical elements, good and evil characters, problem, and resolution).
- You can tell students the title of the story they will read and have them predict what the story will be about taking into account the elements written on the board, e.g. *What do you think the magical element will be? What can the problem be?*
- You can read with the class question 2 and organize the class into pairs to fill in the table after having a quick look at the illustrations on their Reading Book.

If you do, you might want to make sure that each prediction is justified (e.g. *the evil character will be a witch because this illustration shows an evil witch*).


### Possible answers

1. A classic story is a fictional tale that generally contains magic elements and where there is a struggle between good and evil. They were used to teach a lesson.
2. Answers will vary.

### GET INTO THE TEXT!

- As students read the text, you can ask them to check their predictions and make a note on how close to the events they were.
- You can have students copy the diagram in their notebooks and tell them to fill it in as they read the story.
- When they finish, they can compare their story timeline with others and decide together on the key events of the story that should be there.

### GET TOGETHER

-  You can have students work in groups to decide a better ending for the story. You can organize class feedback for groups to share their ideas. You can have a class vote on the most original / the funniest / the most dramatic / the shortest ending.

## Reading Book

### Answer key

#### GET THE MAIN IDEA

1. b

#### GET THE DETAILS

Important events can/ should include:  
 Encounter with Death, the challenge of 7 years with the bearskin, the help Bearskin gives the old man, the happy end with the old man's daughter.

#### GET THE WORDS

1 soldier, 2 brave, 3 revealing, 4 worsened, 5 frightened, 6 carriage, 7 embrace

## QUICK CHECK

- You can let students work individually on this page.
- You can read aloud the instructions for each part of the Quick Check.

### Answers

**Part 1:** 1 b, 2 c, 3 a, 4 b, 5 c

**Part 2:** 2 a, 4 b, 5 c

**Part 3:** answers will vary.

- You check answers for section 3 of the Quick Check, you should make sure students keep the original idea from the sentences they rewrote. You can ask them to compare their sentences in groups of three and give each other feedback.

## SELF-ASSESSMENT

- You might want to remind students of the general aim of the unit which is reading classic tales. You can ask the class if they believe that can read classic stories in English. You can explain to students that the statements in the self assessment box all relate to the overall aim.
- You can read together with the class all the statements in the self-assessment box. Make sure students are clear on every I can-statement.

- To promote students' autonomy, you can ask them to reflect on the steps they might follow to improve their performance. Have them write their ideas. Elicit / give some ideas, for example:

*Read more stories to improve my understanding of general ideas.*

*Tell stories to others from pictures.*

*Listen to stories in audio books.*

*Share with others my opinions about stories.*

- You can have students read the recommendations at the end of the page, and invite them to go back to the sections they found out to be the most challenging to review content.
- \* You might want to consider using the evaluation instrument on the following page to give students feedback on their performance and give them recommendations on how to keep up the goodwork and how to improve in areas of opportunity.

# Evaluation Instrument

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

This Descriptive Rating Scale can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. You might want to keep this instrument as evidence of your students' learning.

Choosing and reviewing classic tales and stories		
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Recognizes with no effort the elements of a classic tale.	Recognizes the elements of a classic tale.	Cannot recall elements of a classic tale.
Clearly identifies characters, situations and events, and explains why they are important.	States some characters, situations, and events, and explains why they are important.	Is not able to identify characters, situations, and events, and explains why they are important.
Understanding general and main idea in tales and stories		
Needs little or no support to understand the general idea of a story.	Understands the general idea of a story, especially when guided.	Even with support, struggles to understand the general idea of a story.
Identifies all the supporting details that are important to the general idea of a story.	With some support, identifies some of the supporting details that are important to the general idea of a story.	Even with support, cannot identify supporting details that are important to the general idea of a story.
Needs little or no support to understand the general idea of a story.	Understands the general idea of a story, especially when guided.	Even with support, struggles to understand the general idea of a story.
Comparing variation in pronunciation and style of writing		
Easily recognizes and reproduces sounds in English that are not used in Spanish.	Recognizes some sounds in English that are not used in Spanish.	Struggles to recognize sounds in English that are not used in Spanish.
Clearly identifies and compares the different sounds and styles of writing used in English and Spanish.	Identifies some of the different sounds and styles of writing used in English and Spanish.	Struggles with identifying different sounds and styles of writing used in English and Spanish.
Expressing key events when discussing a story (speaking)		
Is able to recall a story in the past tense from a listening or reading activity with no effort or with little effort.	Is able to recall a story in the past tense from a listening or reading activity with some effort.	Cannot recall a story in the past tense from a listening or reading activity.
Comments:		

# Review Units 1-3

## SPEAKING / WRITING

- You can read the instructions together with the whole class. Once students are organized, ask them to go back to Unit 1 and review all the activities they carried out as well as the notes they took in their notebooks.
- You can ask students to follow the instructions and explain to them that you will be taking notes of how the activity is progressing. Explain briefly the aspects you will be observing.
- You can use the scale template on page 63 and 64 to evaluate your students. You might get a photocopy for each student so you can keep it as evidence of their learning.
- You should consider the size of your class to organize the evaluation of speaking activities.
- Please bear in mind that the evaluation of grammar and vocabulary should mainly include the linguistic aspects covered in the unit where the topic was covered.

### Answer key

Part 2	Part 4	Part 5	Part 7	Part 8
a should	a noun	1 large	a was sitting down - started	1 b
b mustn't	b adverb	2 laser	b didn't remember	2 a
c can	c adjective	3 last	c was waiting	3 c
d have to	d verb	4 learn	d started	4 e
	e conjunction	5 leg	e didn't know	5 g
	f pronoun	6 letter	f enjoyed	6 d
		7 light		
		8 like		



Name of student: \_\_\_\_\_

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

Mark (✓) the appropriate box.

**SPEAKING EVALUATION FORM**

	Very good	Good	Not so bad
<b>Grammar and Vocabulary</b>			
<p>The student makes use of simple grammatical forms relevant to the communicative activities of the SPL.</p>			
<p>The student uses appropriate vocabulary within the SPL.</p>			
<b>Pronunciation</b>			
<p>The student's pronunciation is clear enough to be understood.</p>			
<b>Communication</b>			
<p>The student can contribute to the exchange of information.</p>			

Adapted from Cambridge Assessment Handbook

# Review Units 1-3

Name of student: \_\_\_\_\_

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

## WRITING EVALUATION FORM

The writing is clearly well organized. The use of language includes precise control of grammar and a range of vocabulary. The student uses basic connectors to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.

The writing is organized. The use of language includes control of grammar and a range of vocabulary adequate to the task. The student sometimes uses basic connectors to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.

The writing is not very well organized. The use of language includes some control of grammar but there are mistakes in the structure. The student occasionally uses basic connectors to join ideas. Spelling and grammatical mistakes occur with some frequency. The reader has to make some effort to understand the text.

Adapted from Cambridge Assessment Handbook

# Term test 1

## Part 1

- 1 a
- 2 e
- 3 f
- 4 b
- 5 c
- 6 d

## Part 2

### Start the conversation

- 1 Good morning. Can I ask you some questions?
- 2 Sure. Tell me what questions?

### End the conversation

- 1 Thank you very much for the information.
- 2 You're welcome! It was nice to meet you.

## Part 3

Alice was getting bored. She was sitting with her sister under a tree in the garden. She looked at her sister's book, but it didn't have pictures in it. It was a hot day and she felt very sleepy. She was thinking what to do when suddenly a White Rabbit with pink eyes ran past her.

There was nothing strange about seeing a rabbit. And Alice was not very surprised when the Rabbit said, 'Oh dear! I'll be late!' Then the Rabbit took a watch out of its pocket, looked at it, and kept walking. Alice jumped to her feet and,

## Part 4

**Setting:** A garden

**Characters:** Alice, White Rabbit, Alice's sister

**Magical elements:** The White Rabbit

## Part 5

**Suggested answers:**

- 1 Alice sitting with her sister in the garden.
- 2 A White Rabbit runs past her.
- 3 The Rabbit speaks and looks at its watch.
- 4 Alice jumps to her feet.

**SOCIAL LEARNING ENVIRONMENT:**

Family and Community

**COMMUNICATIVE ACTIVITY:**

Exchanges associated with information about oneself and others.

**SOCIAL PRACTICE OF THE LANGUAGE:**

Exchange compliments, likes, and dislikes in an interview.

Achievements	Teaching Guidelines	Evaluation Recommendations
<p>1. Identify the main ideas in a dialogue.</p>	<ul style="list-style-type: none"> <li>• Value the teacher's role since the language and the content is exploratory and experiential.</li> <li>• Introduce the topic in a personal and interesting way.</li> <li>• Work with authentic material (songs, TV, social media, news).</li> <li>• Read dialogues and discuss the main ideas by speaking the language and using the target language.</li> <li>• Demonstrate activities like role-play, group work.</li> <li>• Select appropriate role-play scenarios.</li> </ul>	<p><b>Collect evidence such as:</b></p> <ul style="list-style-type: none"> <li>• Key phrases and sentences</li> <li>• Likes and dislikes</li> <li>• Grammar points</li> <li>• Cultural and social conventions</li> </ul> <p><b>Final product</b></p> <ul style="list-style-type: none"> <li>• Project or portfolio</li> <li>• Oral or written</li> </ul> <p><b>Suggested evaluating instrument</b></p> <ul style="list-style-type: none"> <li>• Evaluation rubric</li> </ul>
<p>2. Understand the main idea(s) in a dialogue.</p>	<ul style="list-style-type: none"> <li>• Anticipate the general sense and main ideas.</li> <li>• Recognize the structure of dialogues to determine the function of lines.</li> <li>• Recognize the types of sentences used to express likes and dislikes.</li> <li>• Compare ways of expressing likes, compliments, and dislikes.</li> <li>• Detect syntactic differences between British and American English: collective nouns, agreement.</li> <li>• Identify words used to connect ideas.</li> </ul>	
<p>3. Express likes and dislikes in a dialogue.</p>	<ul style="list-style-type: none"> <li>• Select appropriate role-play scenarios.</li> <li>• Define the role of the teacher, the students and the group.</li> <li>• Create clear objectives and activities.</li> <li>• Create authentic and interesting dialogues.</li> <li>• Introduce the topic in a personal and interesting way.</li> <li>• Select appropriate role-play scenarios.</li> </ul>	
<p>4. Express compliments, likes and dislikes in a dialogue.</p>	<ul style="list-style-type: none"> <li>• Take roles as interviewer and interviewee, with and without the help of a script. / Use expressions to make time to articulate spontaneous answers. / Use question tags to request confirmation. / Use non-verbal language to reinforce what is being said. / Recognize appropriate moments to interrupt interlocutors. / Adjust questions and answers depending on the interlocutor's reactions. / Practice and follow rhythm, speed, and pronunciation.</li> <li>• Compose sentences that include 'like' to express likes and dislikes. / Use stranded prepositions to offer details.</li> <li>• Express points of view in favor and against.</li> </ul>	

# GET GOING

### Lead-in

You can direct students to the opening page of the module and ask them to read the opening question and discuss it in pairs or groups. You can have them share ideas with other classmates and elicit a few answers. You can then introduce the topic of the unit.

## GET GOING!

TRACK 13



**1. Listen to an interview and choose the best option.**

- You can ask students about programs where they can see or listen to interviews with famous people.
- You can tell students they will listen to an interview. Have them read the questions and the options in silence, and when they are ready, play the audio track for them to get the answers.
- You can have students compare their answers in pairs and check as a class.

### Answers

1 a; 2 b; 3 b

- You can ask the class: *Which words or phrases helped you identify the topic of the interview?* (They might mention the name of the duet and also that an album was not mentioned).
- You can ask the class if they know the duo Rodrigo and Gabriela. If they know something, invite volunteers to share their answers with the class; if they don't, you can ask them to pay attention to the next activity and check what they can learn about the duo.

TRACK 13



**2. Listen to the interview again and choose the best answer.**

- You can let students work in pairs and tell them to read the instructions and the set of questions.
- You can allow pairs a couple of minutes to see if they can remember or guess the correct answers.
- You can play the audio again for them to answer the activity. You can then check answers with the class.


### Answers

1 a; 2 c; 3 b; 4 b; 5 c; 6 a

- You can ask the class: *Who are Rodrigo and Gabriela?* (A duo / musicians) *What instruments do they play?* (guitars) *What kind of music do they play?* (A combination of genres).
- If necessary, you can play the audio again as they follow in the Audio Script in the next page so that they can answer your questions.

**Note:** *Rodrigo and Gabriela* are a Mexican duo of guitarists who found their fame while working in Dublin. To enhance your class, you can bring in some of their music and play it at some point to check your students' opinion of it.



## GET GOING

3.  **Work with a classmate and follow the instructions.**
- Before starting the task, you might want to explain to students that conversations, like any text, have an introduction, a development, and a closing. To expand on this explanation, you can write a table with these headings on the board: *Conversation starters; Phrases to keep a conversation going; Phrases to close a conversation.*
  - You can elicit from the class one or two examples they might use in each of the columns.
  - You can let them work in pairs and read the instructions together for item 1.
  - You can ask volunteer students to write the phrases they underlined in the correct column of the table on the board.
  - You can discuss the second question with the class as a whole and direct the discussion so that they can reach the right conclusion by asking questions like: *Is Jerry's tone friendly or serious? Is the content casual or academic?*

### Answers

**1** To start: "OK, let's start with our topic." To end: "Well, thanks for your intervention..." **2** The conversation is informal. Some indication: "OK, OK... just checking" is very informal; "love, love" is informal, (in a formal conversation you just use one adjective); "I'm not a big fan", "I guess it's not my thing", "are huge fans" are fairly informal.

- You can tell students to copy the table you wrote on the board into their notebooks and save space to keep on adding phrases and expressions to it as the unit progresses.

4.  **Read the conversation. Copy the table below in your notebook and write the highlighted phrases in the correct column.**
- If you direct students' attention to the highlighted phrases, you can ask them what they are about (likes and dislikes).
  -  You can divide the class into pairs and have them copy the table in their notebooks so that they can categorize the words.
  - You can have pairs compare their tables with other students and then check answers together as a class.
  - You can suggest students to leave blank space in the table so that they can continue filling in expressions as you advance in the unit. A clean copy on a separate piece of paper could go in their portfolio of evidence.

### Answers

**Questions about likes and dislikes:** Do you like...?, What do you like about...?, How can you not like...?, Are you into?;

**Expressing likes:** I love..., I like..., They are huge fans; **Expressing dislikes:** I am not a big fan, I guess it's not my thing, I can't stand...

- You could also have students practice the phrases in pairs using their own information (e.g. *I love reading. I can't stand romantic movies.*).

# GET GOING

**5. Complete the following dialogue.**

- You can have students cover the right part of the page and tell them that you will read part of a conversation between two students who are discussing likes and dislikes.
- You can read to them Patrick's part of the dialogue aloud as they follow along in their book.
- You can ask students to imagine the answers Elsa might give. Read Patrick's first intervention aloud again and elicit possible answers for Elsa's response from volunteer students. Follow the same procedure with two or three more of Patrick's lines.
- You can divide the class into pairs for them to complete the activity.
- You can play the audio track for them to check their answers.

**Answers**

1. e; 2. f; 3. c; 4. d; 5. b; 6. a

TRACK 14



- Still working in pairs, you can have students choose a role (Elsa or Patrick) and read the dialogue sounding as natural as possible. You can play the audio again if needed for them to follow the model. Have them exchange roles to have more practice.

**6. Read the conversation and complete the table.**

- You can refer students to the *Get Smarter!* Box at the bottom of the page and have them notice how Patrick kept the conversation going with Elsa.
- You can let students complete the table individually.
- You might want to allow some time for students to compare answers with a classmate and then check with the class.

**Answers**

1. Do you like playing sports? 2. How about watching sports? 3. What's your favorite team? 4. It's the team from Seattle, isn't it?

- Page 49 At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book. After exploring the title and the initial image with them, you can ask them to solve the section "Get Ready to Read" on page 53 of their student's book.

**Extra Support**

- You might want to spend some time reviewing question words for place (Where?), people (Who?), purpose (What for?), etc.
- You could say a sentence aloud like "I like reading." Ask a volunteer to ask you a question using where (Where do you like reading? Where do you normally read?). Answer the question and then have a second volunteer ask you a question with How (How often do you read?).
- You could divide the class into groups of four and have them take turns saying a sentence so that the rest of the group can ask questions about it. Monitor so that they use different question words.



## STOP AND THINK about...

### ...language

#### 1. Mark (✓) the function the two short question have.

LANGUAGE REFERENCE

- The objective of this activity is for students to notice and reflect on the use of question tags.
- You can invite students to reflect on when the questions are used (when we think we know information, as in *It's the team from Seattle, but we want to check if we are right: isn't it?*).
- You can give them time to complete the activity individually. Check answers as a class.

#### Answer

b

- You can explain to students that when we think something is true, we can say the sentence in affirmative or negative, and then check with a short question.
  - You can go over the ways to form tag questions using the Language Reference page 177 for extra support.
- 2. Write questions for a classmate using the endings in each line.**
- You might want to make sure students understand that they will be trying to confirm information from classmates, so they should write a sentence that can be confirmed (or not) with the tags at the end.
  - You can allow students time to complete the task of writing the questions individually. Invite them to work in pairs to check if the sentences are correct and if they make sense with the tag.
  - After that, they can work with their classmate to actually ask and answer the questions.
  - To further support students, you could write question words on the board, like *how, when, why* and tell students to ask more questions about the information they checked. e.g. *You are not into sports, are you? Why aren't you into sports?* etc.
- 3. Complete the sentences with the correct word. Use the information in parenthesis to guide you.**

- You can read the instructions aloud to your students and give them time to read the sentences and options silently. You can let them complete the activity in pairs.
- You can check answers as a class and ask students why it is a good idea to use words like this. You should accept their ideas and make sure they understand that these words (connectors) are used to make the longer sentences sound more natural. They can also go to the *Language Reference* page 178 for extra support.

#### Answers

1 but, 2 and, 3 or

### ...culture

#### 1. Underline the verb in the sentences and discuss with a classmate: What is the difference?

LANGUAGE REFERENCE

- You can direct students' attention to the words in bold in the two examples. Explain that *band* and *team* are words that refer to more than one individual.
- You can have them tell you what the verb in each sentence is and ask them to underline it. Ask: *Is the verb in the singular or the plural?*

#### Answers

Verb to be is in the plural in sentence 1 and in the singular in sentence 2. Both sentences are correct (American English sees collective nouns as a unit while British English considers "many members" of that noun).

- You can read the *Culture Stop* box with the class and make sure they understand that both sentences are correct. Remind them they should use just one variety of English and try to be consistent in its use.
- You can go over more example with students. Read just one sentences from each pair and have students decide if the sentence is in British or American English.
  - The audience loves Rodrigo and Gabriela. (Am.)
  - The audience love Rodrigo and Gabriela. (Br.)
  - The crowd always dances to their music. (Am.)
  - The crowd always dance to their music. (Br.)
  - All of the class were in the concert. (Br.)
  - All of the class was in the concert. (Am.)

# GET MOVING

**1. Match the words in the first column to the correct group of people or things they refer to.**

- You can ask students to tell you the words that refer to more than one individual in the sentences in *Think about Culture* (last exercise p. 65). The words are team and band (they are collective nouns).
- You can ask the students to tell you which of the pictures on this activity show a team and a band. Elicit from them other words that refer to groups of people or things.
- You can have students complete the activity individually and then suggest that they compare answers in pairs. Check answers as a class.

### Answers

1 b; 2 d; 3 c; 4 a

• **Complete the following sentences with your information and using the verb in parenthesis.**

- You can let students complete the sentences individually.
- You can ask them to compare their answers in pairs. Invite volunteers to share their answers and then have them reflect on the variety of English they chose to complete the sentences. You might want to remind them that consistency is key.

**2. Organize the phrases (a-j) in the table below. Each section can have more than one phrase.**

- You can go through phrases a-j very quickly with the class reviewing if they express like or dislike. You might want to ask a few comprehension check questions like: What is the opposite of "I Love"? What is a sport most people in our community are not really into?
- You can write **like** and **love** on the board and ask students which word expresses that you like something more than the other (love). Write a + sign next to like and +++ next to love.
- You can divide the class into groups of four and have them organize the phrases in the correct column of the table.

### Answers

+++ I love / I am a huge fan; ++ I really like / I'm into; + I like; **Dislike:** +++ I can't stand / I hate; ++ I don't like; + I'm not really into / It's not my thing

- You can check answers as a class.

### Poster Activity






IMAGE 04

You could introduce the vocabulary shown in the poster for the activities (photography, gaming, riding a bike, etc.) You could have students work in pairs and say a sentence with each of the activities. Their partner then asks them three questions about what they say. e.g. Student A: *I don't like photography.* Student B: *Why don't you like it? / When did you decide you didn't like it? / What don't you like about it?* Student A answers, and then they switch roles. You can use a pair of strong students to demo the activity before asking the class to do it.

## GET MOVING

### 3. Look at the list of different hobbies. Mark (✓) the ones you like and (X) the one you don't.

- You can go through the list of hobbies making sure students understand the different activities. For this, you can ask concept checking questions like: *Who is a famous soccer player? What is the difference between football and soccer? What's the name of a popular video game?*
- You can allow students a couple of minutes to individually mark the activities that they like/dislike.
- You might want to encourage the class to ask you a confirmation question about reading. Write the question on center of the board: *You like reading, don't you?* Write the answer and, around it, write the question words *What? Where? When? Who? How?*
- You can invite students to ask you questions about this activity using the question words.  
(e.g. *Why do you like reading? Where do you like to read?* etc.).
- You can remind students of the contents in the *Get Smarter!* Box on page 64 (encouraging questions for a good conversation). Direct their attention to the *Get Smarter!* box on this page and have them look at the conversations on pages 63 and 64 for examples of answering with more than a yes / no. (A very good example of this is when Jerry asks Joan: Do they play alternative music? and Joan answers "no" but also tells him what kind of music they play, without waiting for Jerry to ask for that).
- You can tell the class that they will now do an activity where they should try apply those tips.

-  **Work with a classmate. Ask and answer about the activities above.**
- You can divide the class into groups of four and have them practice a conversation following the example you just gave them. You could encourage them to talk about all the hobbies on the pictures and ask each other questions using different question words.
-   **Write a list in your notebook organizing the activities in two groups, the ones you like and the ones you don't. Add any other activities you like or dislike.**
- You can ask students to copy a table like the one below on a separate sheet of paper.
- You can tell them to write a complete sentence about each the hobbies listed in Activity 5 in the correct space. This page should go into their portfolio as evidence.

### Extra Activity

You could have students work in groups of three and share their lists with their classmates. Students take turns asking each other questions about the information they see in the list. e.g. *Why don't you like skating? You love soccer. You also play it, don't you. Where do you play? etc.* Consider sharing a couple of your likes/dislikes and invite volunteers to ask you questions about them as indicated above so that you can model the activity for the class.

# GET MOVING


**4. Think about the work you have done so far in this unit and complete the chart.**

- This activity invites students to reflect on their progress and it can be a great opportunity for you and your students to find out what goals have been met and to identify areas of improvement. You can read instructions with the class to make sure everyone understands what the task is about.
- A recommendation to make sure everyone understands what to fill in this task is to explain to students that in the first column they should write something they are so good at they could help others learn it, the second column is for something they have learned so far and the third one is for something they have found difficult to do in this unit.
- It is advisable to encourage the class to go back to the activities that have completed so far so that they can identify the best way to complete the sentences.
- You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students perceive they are doing, so that you can plan remedial activities.

- You can highlight the importance of compliments to make a conversation friendly and motivating for others.
- You could also mention body language and ask students to imagine how the speakers in each of the conversations might move.

### Critical Thinking

You could ask the class: *What are people's reactions to compliments? Why can they help in a conversation? Do you think it is easier for people to give or receive compliments? Do you think people are generally grateful to receive them and therefore more open to continue a conversation in a friendly way?*

- You can divide the class and ask them to practice reading one of the conversations thinking of the correct tone and body language.
-  At this point you might want to make sure your students have read the story in their Reading Book. You can ask students to solve the section "Get into the Text" on page 53 of their student's book. They can do this working in pairs. After that, you can invite them to work in groups and do the task in the "Get Together" section.

### Answers

1 a; 2 c; 3 c

**5. Match the phrases with their function.**

- You can read the instructions and options with the class. Ask them to complete the activity individually. Tell them that to decide function, they can ask themselves: *"When would I say this phrase? When I want to do... what?"*
- You can give them time to compare answers in pairs and then check as a class.
- Working in pairs, you can ask them to find and underline an example of interruption, sound, and a compliment in conversation 2.

### Answers




1 b; 2 c; 3 a

### Answers

**Interrupting:** That's OK, don't say mote / Can I stop you there?

**Complimenting:** Jo is a famous and wonderful soccer player. / I think you are a wonderful player. / Your drawings are so nice to look at.

## GET MOVING

- 6.**  **Read the following diagram. Work with a classmate and write at least two options for each box.**
- You can read the instructions and the information in the diagram with the class.
  - You can have students focus on box 1 and elicit possibilities for phrases to start a conversation.  
*Possible answers: Good morning!  
Welcome to the show (in an interview).  
Hello, Can I ask you something? / Hi! I have a question for you. (between friends).*
  - You can write the possibilities on the board and tell students to continue working with the rest of the boxes in the same manner.
  - You can organize the group into pairs and have students write their different options for each box. At the end of this activity they should have a good repertoire for generating a dialogue.
- 7.**  **In your notebook, write a dialogue following the diagram.**
- You can go over the criteria in the box to make sure students know which aspects to consider when writing their dialogues.
  - You can have them work individually to write a dialogue using some of the phrases they generated in Activity 10.
-  Once they have finished, you can have students exchange texts with a classmate and use the information in the box to check their classmate's work.
  - You can tell students to be objective about the feedback they give and receive. If they disagree with their classmate's opinion, they can ask (politely) the reason for their opinion. If they still disagree they can just not make corrections to their text, but they should always welcome a different point of view on their work.
  - You can tell students to improve their version and keep it in their portfolio as evidence of their writing skills.
  - You can let students work in pairs and work with one of their dialogues. They should choose a role (A or B) and read the dialogue aloud. When they finish, they should exchange roles. Finally, they should do the same with the other dialogue.
  - You can read the IT Stop box with the class and ask for their opinions about recording themselves. If they have access to cellphones or other recording devices, encourage them to record one of the dialogues they rehearsed and then listen to it to check their fluency, intonation, and pronunciation. This recommendation is also listed in the Digital Skills Summary on page 186 of the student's book. You might want to remind students that they can go to this section anytime they need ideas on how to integrate Information Technology in their learning process.

# STOP AND THINK about...

## ...language

**1. The words in bold refer to a person or object. Match the person or object they refer to. There is an option that you don't need.**

- In this activity, students should gain awareness about what dangling prepositions are (They are prepositions used at the end of a sentence). You can have students tell you which part of speech the words in bold in sentences 1, 2 and 3 are. If dictionaries are available, you can allow them to use them to find the answer. (prepositions)
- You can elicit more prepositions from the class or have them look through the unit to find more (*into, on, in, of, for, about, during, etc*). You can tell students that prepositions indicate the place, time, or movement of something. Clarify that about means *in the subject of..*
- You can ask students to complete the activity in pairs, telling them that if prepositions are about something, they have to find what the "something" is in the 3 sentences.
- You can check answers as a class.

- You might want to follow the same procedure with the other three items.
- You can tell students to stand up and mingle until they find a person who says "yes" to the first question. They should write their name on the line and then move on to the second question.
- When they fill in their list with 4 different names they can go back to their place.
- You can have volunteers share some of the information they found out.  
You may reflect on your progress: Can you ask and answer questions about likes and dislikes?  
You can ask the class how easy or difficult asking and answering the questions was. Have them reflect on how easy or difficult it would be for them to ask the questions in English to people outside the classroom.  
1. What is it? (we are asking about it).

### Answers


1 c; 2 b; 3 d

**2. Interview some of your classmates and complete the table with different names.**


- You can read the instructions and the lines (1-4) with the class.
- If students are familiar with this type of activity, you can decide to start straight away asking students to stand up and mingle to complete the task.
- If your students need more support, you can start the task by asking for a volunteer to formulate the question for item 1 and ask it to you. The volunteer can get help from all the class if he/she wishes to. When they ask "Do you like being talked about?" write the question on the board and clarify its meaning: if you like being talked about it means that you enjoy that others mention you often in conversations. Answer the question.

## ...self

**1. Mark (✓) the option that best applies to you.**

- You can read the instructions and options with the class.
- You can ask students to complete the activity individually and to be honest about it. You can tell students that they won't have to share their answers if they don't want to.
- You can go over the items with the class asking them which ones reflect a person who is good at conversations. (2, 4 and 5) Students should reflect if they are good at conversations individually. You can tell them to think about it and answer yes or no.
- You can write two ideas to share with the class: *How can a shy person share more ideas when having a conversation in English?*
-  You can divide the class into groups and tell them to discuss this point.
- You can ask groups to share their ideas. To close the activity, you could ask volunteer students what they can try to become better at conversation.

**STOP AND THINK about...****...learning**

1. Read these strategies to understand a dialogue. Match the questions to the correct strategy.
  - You can explain to students that there are strategies we can use to better understand a text in English or in their own language. You can read the instructions and questions a-e with the class. Tell students to look at the list of items 1 to 5 and ask them: *What strategy are we using when we ask question a?*
  - After they give you the correct answer, you can allow them a few minutes to complete the activity individually.
  -  You can divide the class into groups and have them compare answers. You can check answers as a class.

**Answers**

**1 e; 2 d; 3 c; 4 a; 5 b**


- You can choose two strategies and find an activity in this unit where you used each.
- You can ask groups to choose two strategies and find an example of each in activities in the unit. You can handle this as a competition, awarding a small prize to the group that finishes first and gives you correct options. The prize can also be a round of applause.

**...being together**

1. Read the following sentences. Write *P* for the Polite ways to interrupt the person who is speaking and *I* for the Impolite or rude way to do it.
  - You can have students look again at conversation 1 and 2 in Activity 4 (page 68) and tell you which phrases the speakers use to interrupt the other. (*That's OK, don't say more in conversation 1 and Can I stop you there? in conversation 2*).
  - You can ask them how polite or impolite the phrases are. You could ask: *Would you feel bad if someone interrupted you with those phrases?*
  - You might want to guide students to understand that phrases should be polite, but that the attitude and tone when you use them should match the intention.
  - You can divide the class into pairs and have them complete the activity. Check answers as a class.

**Answers**

**1 P; 2 P; 3 I; 4 I; 5 P; 6 I**

-  You can discuss with a classmate: Which interruptions help continue the conversation? Which ones don't? When can you use some of these ways to interrupt?
- Still working in pairs, students could discuss the questions. You can have volunteers share their conclusions with the class.

**Extra Activity**

You could have students read the phrases in pairs playing with the intonation and body language so that the polite/impolite language becomes evident. You can have volunteers come to the front and mime a phrase for the rest of the class to guess.

## GET AHEAD

### 1. Preparing

- The objective of this part, is to present a conversation about likes and dislikes to others in the group.
- Students have already worked in these dialogues so you can invite them to do this section to practice what they have achieved more formally.
- You can divide the class into pairs and have them choose the place where their conversation takes place. You can have students decide on a purpose and topic for their conversation: *Will the conversation entertain or inform your classmates? How formal or informal does your conversation needs to be?*
- You can tell them that once they have decided on the context, they can review information they have prepared.
- Invite students to objectively choose one of the dialogues they have already written considering which one their classmates will appreciate more listening to.
- Students review their work and make adaptations or changes if necessary.
- If they made corrections, encourage groups to exchange papers to review different aspects such as the ones they reviewed on page 69 (Activity 8).
- When they have produced a final version, encourage students to rehearse their presentations. They might choose to record rehearsals to make sure their body language and their choice of content works as they intended.

### 2. Presenting

- You can organize students into groups of 8 (four pairs).
- You can tell pairs to take turns presenting their dialogues.
- As students present their conversations, the other three pairs can take notes, answering questions a-c at the bottom of the page for each presentation.
- When presentations are over, students can discuss their answers to these questions. You could try to conduct class feedback asking volunteers to share what they saw.

### 3. Reflecting on my Progress

- The aim of this section is for students to reflect on the product they have created and to gain awareness of the work throughout the unit that has brought them to this point.
- You can read the information with the class to make sure everyone understands the task and its objectives. Students will probably need a few minutes to complete the activity. Monitoring would help here to gain a sense of what their perception of their own progress is.
- Allowing students to compare their answers in pairs, inviting them to discuss the reasons behind each selection is a great way to invite deeper reflection on progress.
- Offer help and support to students who seem to consider their progress is slow.



## reading CORNER

### GET READY TO READ!

- Before students start reading the article *We Like the Same!* in their Reader page 43, you can have them answer the questions individually and then discuss their answers in groups.
- You can tell students to imagine a show where people could find out what similar likes and dislike they have with a famous person. You can ask the class: *What could you expect to see in a show like that?* You might want to accept all answers.

#### Answers

Answers will vary.

### GET TOGETHER

- You can have students work in groups to imagine themselves as interviewers and plan new questions for celebrities and participants in the show *We Like the Same!*
- You can encourage students to write questions that will better entertain or inform a reader of the magazine.
- You can invite volunteer students share their questions with the class explaining why their questions would improve the article.

### GET INTO THE TEXT!

- You can tell students to read the questions in this task. As they read the text, they should find the correct answers for this section.

#### Answers

1 T; 2 DM; 3 T; 4 T; 5 F; 6 T; 7 DM; 8 F

## Reader Book

### Answer Key

#### GET THE MAIN IDEA

1. F 2. C 3. F

#### GET THE DETAILS

1. We like the same! 2. He likes to be with his fans. 3. He loves Mexican food. 4. They have some similarities and some differences. 5. She has never been interviewed before. 6. No, they aren't. 7. The text doesn't say. 8. He thinks she is a musical prodigy.

#### GET THE WORDS

1. pleasee 2. whole 3. excited 4. unforgettable 5. annoying 6. kidding

## QUICK CHECK

- You can let students work individually on this page.
- You can read aloud the instructions for each part of the Quick Check.

### Answers

**Part 1:** 1 a; 2 a; 3 b; 4 a; 5 c

**Part 2:** 1 d; 2 b; 3 a; 4 c; 5 f; 6 e

## SELF-ASSESSMENT

- You might want to remind students of the general aim of the unit which is to exchange compliments, likes and dislikes in an interview. You can ask the class if they believe that they can participate in a conversation about likes and dislikes and if they can compliment others in a conversation. You can explain to students that the statements in the self-assessment box all relate to the overall aim.
- Together with the class, you can read all the statements in the self-assessment box to make sure they understand what to write in each of the boxes.
- To promote students' autonomy, you can ask them to reflect on the steps they might follow to improve their performance. You can have them write their ideas. You can elicit / give some ideas, for example,
  - *Participate more in dialogues.*
  - *Ask more questions in conversations.*
  - *Listen to others patiently.*
  - *Record my conversations in English to reflect on my performance.*
  - *Learn more about differences between American and British English.*
- Alternatively, students can go back to the sections they found out to be the most challenging to review content.
- Consider using the evaluation instrument on the following page to give students feedback on their performance and give them recommendations on how to keep up the good work and how to improve in areas of opportunity.

# Evaluation Instrument

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

This Evaluation Rubric can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the chart. You might want to keep this instrument as evidence of your students' learning.

Achievements / Descriptors	Always or almost always	Usually	Sometimes	Never
<b>Listens to and reviews likes and dislikes in interviews.</b>				
Identifies topic, purpose, and intended audience.				
Notifies contextual clues in the source material.				
Determines the sequence of phrases in a dialogue.				
Identifies important details.				
<b>Understands the main idea(s) in a dialogue.</b>				
Articulates content of a dialogue.				
Recognizes structure of a dialogue.				
Recognizes and understands phrases and expressions to express likes and dislikes.				
Identifies words used to connect ideas.				
<b>Expresses compliments, likes, and dislikes in written dialogues.</b>				
Considers repertoires of words and expressions.				
Organizes main ideas and supporting details in paragraphs.				
Includes details in main ideas.				
Includes supporting details for conclusions.				
<b>Expresses compliments, likes, and dislikes in a dialogue.</b>				
Can leave a gap of 10-15 seconds after you wait for a response.				
Uses expressions that give him/her time to think.				
Uses a pause long to permit reflection.				
Composes sentences to express likes and dislikes.				
Uses a variety of expressions to express likes and dislikes.				
Expresses points of view in favor and against.				

**SOCIAL LEARNING ENVIRONMENT:** Recreational and Literary  
**COMMUNICATIVE ACTIVITY:** Recreational expression.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Produce constructive forecasts for others.

Achievements	Teaching Guidelines	Evaluation Recommendations
<p>1. Analyze the structure of the text and identify the main ideas.</p>	<ul style="list-style-type: none"> <li>Analyze the structure of the text and identify the main ideas.</li> <li>Use the main ideas of the text to predict the content of the text.</li> <li>Identify the main ideas of the text and use them to predict the content of the text.</li> <li>Classify the main ideas of the text and use them to predict the content of the text.</li> <li>Use the main ideas of the text to predict the content of the text.</li> </ul>	<p><b>Collect evidence such as:</b></p> <ul style="list-style-type: none"> <li>Identify the main ideas of the text.</li> <li>Use the main ideas of the text to predict the content of the text.</li> <li>Identify the main ideas of the text and use them to predict the content of the text.</li> <li>Classify the main ideas of the text and use them to predict the content of the text.</li> <li>Use the main ideas of the text to predict the content of the text.</li> </ul>
<p>2. Listen to and identify ways to express future actions.</p>	<ul style="list-style-type: none"> <li>Listen to forecasts and discover future verb forms.</li> <li>Distinguish future tense uses in forecasts.</li> </ul>	<p><b>Final product:</b> Forecasts</p>
<p>3. Identify the main ideas of the text and use them to predict the content of the text.</p>	<ul style="list-style-type: none"> <li>Identify the main ideas of the text and use them to predict the content of the text.</li> <li>Use the main ideas of the text to predict the content of the text.</li> </ul>	<p><b>Suggested evaluating instrument:</b> Forecasts</p>
<p>4. Write sentences that express future actions.</p>	<ul style="list-style-type: none"> <li>Extend references of words to express future.</li> <li>Write questions and sentences that describe future actions.</li> <li>Analyze letter clusters which are non-frequent or absent in the mother tongue.</li> <li>Link sentences with connectors to write forecasts about real or fictitious situations.</li> <li>Promote feedback between classmates.</li> <li>Check spelling and punctuation in pairs.</li> </ul>	

## GET GOING

### Lead-in

You can direct students to the opening page of the module and ask them to read the opening question and discuss it in pairs or groups. You can have them share ideas with other classmates and elicit a few answers. You can then introduce the topic of the unit.

### GET GOING!

**1. Look at the pictures and read the texts. Match the texts with the correct option below.**

- You can direct students to the pictures and have them identify details of each picture. You can then ask them to match the texts with the correct options below.
- Before you continue with Activity 2 you might model pronunciation of the four sources/texts and have students repeat once or twice.

#### Answers

1 c; 2 a; 3 d; 4 b


- You might do a survey to find out how your students learn about important news. Ask a few questions and have them raise their hands when the answer is yes. Ask a few questions such as: Do you read the newspapers? Do you watch TV? Do you read the news on the Internet?

**2. Read the texts again. Choose the correct option.**

- If you read the instructions aloud, you can ask students to read the sentence and the options individually, and then elicit the correct answer.

#### Answers

a 2

-  You can discuss in pairs: *How do the images help the reader know what the texts are about? Who do you think is interested in these texts?*
- You can read the questions aloud. You can ask students to reflect on the information that images can convey, and the type of people who could be interested in each text.
- You could allow 5-6 minutes for students to discuss and then elicit a few answers.
- You might want to explain to your students the meaning of **forecast** and **prediction**: a forecast is a prediction of the future under certain conditions, it is based on information available at present. Forecast, for example, is frequently used when we talk about the weather or the economy. A **prediction**, on the other hand, is a statement about what might happen in the future. We can make predictions **with** or **with no** evidence.

## GET GOING

### 3. Read the conversation. Then check the correct answer.

- To help students develop their reading skills, you can ask them to read the conversation quickly without worrying if they find unknown words. In this way they should focus on getting the main idea of the text only.
- It would be a good idea to elicit the answer and have students which words in the text helped them notice that the text is about future events. Possible answers: plans, See you tomorrow.
- You can ask students to read the text again and work in pairs to answer the question.
- You can have students focus on the underlined sentences in the text. Alternatively, you might copy the sentences on the board to carry out the activity with the whole class.
- Although students will work in this unit with different texts, oral and written, in the future tense, you might refer them to the Language Reference on page 178 for further explanation and examples of language, if necessary.
- You can have students compare their answers and then check as a class.

#### Answers

a; 1 John; 2 John; 3 Pete; 4 John

### Extra Activity

In groups of three, you could ask students to practice the dialogue in Activity 4. Read the dialogue before you ask them to get in groups so you can model pronunciation and intonation. Have them repeat some lines that you think might be challenging for them, but avoid repeating the whole dialogue, line by line. You could also encourage students to change the names of the speakers and choose their role in the dialogue.

### 4. Discuss in pairs. Which grammar structure do the speakers use to...

LANGUAGE REFERENCE

- You can copy the grammar structures on the board and have students identify the structures in the conversation from Activity 3 and then answer the questions.
- You can elicit the correct answers and have students tell you an example sentence for each structure, e.g. Predictions: *Warriors will win.* Intentions or plans: *I'm going to watch it at home.* Make a decision at the moment: *I'll bring some popcorn.*



#### Answers

a 2; b 1; c 2

- You could try to encourage your students to explore and discover the grammar of English in an interesting and, when possible, fun way.

### Extra Support

*This might be a good opportunity to review vocabulary of jobs or professions. If you have flashcards, you can organize memory games on the board. Alternatively you might provide your students with construction paper and ask them to make drawings of the professions.*

-  Page 62  At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book. After exploring the title and the initial image with them, you can ask them to solve the section "Get Ready to Read" on page 88 of their student's book. Then, have them do section "Get into the Text". They can do this working in pairs.

## GET GOING

### 5. Read the conversations. Which conversation refers to...

- If you read the instructions aloud, you could then ask students to read the conversations quickly to identify the time they refer to.
- When you elicit the answers, you can ask students to tell you sentences indicating the tense, for example Past: *What did you do yesterday? We went.... We watched. Did Peter...? Present: What time do you...? I take the bus... Future: What are you going to do...? I'm going to...*
- For oral practice, you can have students in pairs role-play the conversations.

#### Answers

a 3; b 2; c 1

TRACK 15



IMAGE 05

### 6. Listen to parts of the conversations. Which verb tense do you hear? Write P (past), Pr (present) or FW (future) G (going to).

- You can have a volunteer read the instructions aloud.
- You can tell students they are going to listen to some sentences from the conversations in Activity 1.
- You can play the audio and have students write the answers. You can play the audio again and have students complete or confirm their answers.
- Once you have finished checking the answers, you can play the recording again, pausing after each sentence for students to repeat. It'd be a good idea to focus on the pronunciation of *Do you*, which is usually said together, e.g. *doyou*, and the pronunciation of contracted forms such as: *I'm* and *I'll*.

#### Answers

1 P; 2 Pr; 3 FW; 4 P; 5 Pr; 6 G; 7 P

### Extra Support

You can direct students to the *Language Reference* on page 178, where they can find further explanations and sample language. The section for this unit includes notes on the present and future tenses. The past tense is included in the notes for Unit 3.

### Extra Activity

For further grammar practice, you could ask students to change the verb tenses of the conversations, e.g. Conversation 1: *What did you do yesterday? – What are you going to do tomorrow?* and so on. Students may need to make some other small changes to the conversations.

### 7. Work in pairs. Ask each other about past and present, as well as activities you're planning to do in the future.

- You can organize your students in pairs, or in groups of four. Ask them to identify the questions in the dialogue and use them as a model for the activity.
- You may want to demonstrate the activity before they start and have volunteers ask you the questions first.
- Set a time limit 6-8 minutes so that everyone has the opportunity to practice.

## STOP AND THINK about...

### ...language

1. Read the sentences and write P (prediction), I (intention), and DM (decision at the moment of speaking). Before students identify the meaning of the sentences, direct them to the conversation on page 78 and have them go through the activities they carried out so they can refresh their knowledge.
  - You can read the instructions and the sentences aloud.
  - You can have students work in pairs and ask them to write the correct letters next to each sentence.
  - It is important that students can identify the structures used to express the future as well as the different meanings the structures can have:
  - You could check answers as a class.

#### Answers

a DM; b I; c P; d P; e I; f I

#### Extra Activity

You could ask students to write in their notebooks two extra sentences with each meaning: *Prediction*; *Intention* and *Decision at the moment of speaking*. To personalize the activity, you could encourage students to write the sentences about themselves or their classmates. Monitor the activity and help students when necessary. Have students compare their answers.

### ...learning

1. Analyzing patterns in English is an effective strategy to understand and learn the structures of the language.
  - You can have a volunteer read the instructions.
  - You may allow students to work in pairs, read together the information in section a and then answer the questions. You can write the sample sentences on the board.
  - You can elicit the correct answers and then ask students which is the other form of verb to be in the present simple: (I) *am*.
  - You may copy the questions from section b on the board and have students answer questions 1 to 3. You could then elicit the answers.
  - You can ask students to check the correct pattern of be-going questions. You could then elicit the answers.

#### Answers

a 1 Yes, 2 No; b: 1 Yes, 2 Yes, 3 No; c ✓ Verb to be + subject + main verb.

#### Extra Activity

You could have students do a similar analysis for the past and future sentences from the dialogues 1 and 2 in Activity 5, page 79.



## GET MOVING

### 1. Read the texts. Match them with the correct picture.

- You can direct students to the pictures and have them describe what they see. You could encourage students to describe the people in the pictures by asking a few questions, such as: How old do you think the are? What are doing? What is the girl thinking about? You could then elicit a few answers.
- You can ask students to read the texts in silence. The objective is that students keep developing their reading skills as they get the general idea of the texts, so they can connect it to the correct pictures.
- You can ask students to compare their answers, and then check as a class. You might want to encourage students to give reasons for their answers, e.g. *I think picture (#) is the correct one because the text says that...*
- You can have students read the texts again and underline new vocabulary they find. You can either refer students to the Dictionary pages of their books or can elicit/give the meaning. You may also refer students to their bilingual dictionaries.

### 2. In your notebook, write a list of sentences about your plans or intentions for the rest of the month.


- You can let students work in pairs. Read the instructions aloud and then you could review the meaning and form of going to.
- You can demonstrate by writing on the board two or three sentences about your plans for the weekend.
- You can ask students to review their sentences. This time, encourage them to focus on the correct form of the verbs. You can ask them to do this in pairs, and refer them to the conversation in Activity 1 or to the section of Language Reference.
- It'd be advisable to motivate students to ask you any doubt they might have. Once you are sure that their sentences are correct, write the questions on the board: What are you going to do on ...? What are your plans for the rest of the month?
- You can ask students to practice asking and answering questions about their plans.

### Answers

**a** First text; **b** Second text

- You can your students of the expressions they can use to ask about the meaning of words in English: What does achieve mean? What is the meaning of achieve?
- You could make a poster paper or cards with common and useful phrases so that students can look at them and practice on a regular way.

## GET MOVING

3.  **Work in pairs. Imagine you are going to play a game next Saturday. Answer the questions.**

- You can let students work in pairs.
- You can ask a volunteer to read the instructions. Then have individual students read the four questions and the incomplete sentences:
- You can tell students they should complete the sentences with their predictions, using sentences with *will*. Make sure students notice that in the answer to question c, the order of the clauses has been inverted.
- You should monitor the activity and help students when necessary.
- You might want to elicit a few answers.

**Answers will vary**

4.  **Work in pairs. Look at Joe's calendar. Answer the questions.**

- If you read the instructions aloud, you could then ask students to look at the sample sentences in the speech bubbles.
- You can refer students to the calendar. You can have students in pairs write questions and answers about *Joe's calendar*.
- You should monitor the activity and make corrections when they are necessary.
- You can have students practice asking and answering questions.
- You can refer students to the *Get Smarter!* box. Have a volunteer read the note aloud. You can tell students they can like their ideas when they want to write about two or three activities that John plans to do in the same day, e.g. *On Monday, Joe is going to play basketball at 8, then he's going to go to the library at 3, and after that, he's going to watch Amazing Things.*

### Extra Support

On the board, you could write a sample sentence using the first conditional structure: *If + present tense + will*, e.g. *If they win the game, they will be the champions*. Explain to students that we write sentences like this to express predictions and things that may happen in the future. It is not necessary for students to know the name of the structure, but it is important they identify that this type of sentences have two parts, that the *If* clause is written in the present tense, and that there is a comma after the *If* clause when it is written at the beginning.

### Extra Activity

You could ask students to make a similar calendar for their week. Then ask them to work in pairs and take turns asking and answering about their activities.



## GET MOVING

**8. Read the conversation between two friends. Then mark (✓) the pictures related to the conversation.**

- You can read the instructions aloud or ask a volunteer to do it. To help students develop reading skills, ask them to do the activity individually. You might want to set a time limit for this.
- Before students start reading, you can remind that they do not have to understand all the words in the text to answer the question.
- Elicit the answers from the whole group. Encourage students to tell you where in the text they found the information to answer. (Olympic Games / travel around the world)

---

**Answers**


---

Pictures **a** and **b**

---

**9. In your notebook, write 4-5 sentences to make predictions about a classmate's future life: You may want to use some of the verbs in the box to write your predictions.**

- You can have students work individually or in pairs for this activity. Remind them that the sentences they write will be part of the product of the unit: a constructive forecast for a classmate.
- You might demonstrate the activity by writing two or three sentences on the board making future predictions for you class: You will become famous in the future. You will get a high score in your English test. Make sure students are clear on the form of will + verb.
- You can monitor the activity and help students when it is necessary.

**10. Use your sentences from Activity 9 to write a short paragraph in your notebook. Look at the model of the forecast in the dialogue in Activity 8.**

- When students finish writing their sentences in Activity 9, ask them to write a paragraph similar to the model text in Activity 8. Monitor the activity and encourage students to use their dictionaries if they want to find new words.
- Once students finish their paragraphs, you can also ask students to practice reading their.

**Extra Support**

Have students notice how the linking word and joins sentences. Refer them to the example used in the model text. You can explain how to use *too* at the end of the sentences, e.g. *You will become a doctor and you will become famous too*, or *but* to join two contrasting sentences, e.g. *You will travel a lot but you will come back to live in Mexico*.

**11. Check your forecast. Correct spelling and punctuation. Keep your forecast in your notebook.**

- To improve the forecasts, ask students to check the spelling and punctuation, for example, capital letters at the beginning of a sentence, use of a period at the end of a sentence, use of the apostrophe for contracted forms of will, or use of exclamation marks if they want to make emphasis on certain predictions. Encourage students to ask any doubt they may have.

**STOP AND THINK about...****...learning**

1. **Read the prediction. Then put the phrases to respond from the box in the correct column. Add one of your own.**
  - You can ask students to keep their books closed. Then write the prediction on the board and encourage students to give their responses.
  - You can explain to students that the phrases in the box can respond the prediction. Then ask students to classify the phrases in the correct column of the table. For this, you may have students work individually and then compare their questions in pairs:
  - You may copy the headings of the table on the board and ask volunteers to write their answers, so you can check as a class.

**Answers**

**Questions:** Really? Why? / What makes you think that? Why do you think that?

**Phrases to agree:** Of course! I know I'll be a firefighter. I'm sure I'll be a firefighter. Yes, I believe I'll be a firefighter.

**Expressions to show disagreement:** No! I could never be a firefighter. No! I'm not interested in that. I don't think so! I believe that's too dangerous.

2. **Work in pairs. Use the phrases in Activity 1 to talk about the predictions you made in Activity 11 on page 84.**
  - You can organize students to work in the same pairs as in Activity 11 on page 84: You might model pronunciation of the phrases in Activity 1 and have students repeat one or two times.
  - To have students practice the expressions, refer them to the predictions they made for their classmate and encourage students to respond using an expression appropriate for the type of response they want to give: question, agreement or disagreement. Monitor the activity and help when necessary.

**...language**

1. **Look at the underlined letters. In pairs, discuss which are similar or different in your language.**
  - You can tell students that there are some sounds in English which are not frequent or do not exist in their mother tongue.
  - On the board, you can write the combinations of letters from the activity *sh / ll / ee*.
  - You can direct students to the tongue twisters. Elicit the meaning of tongue twister.
  - You can ask students to think about the combination of letters. Encourage them to reflect if the word has these combination or if they sound the same. You might mention that there are other combinations of letters that have the same sound.

## TRACK 17



2. **Listen and pay attention to the sounds of the underlined letters. Do they sound the same in your language?**

- You can play the audio and ask students to focus on the sounds of the underlined letters (sh, ee, ll). Elicit a few answers to the question.
- You can play the audio again and have students practice saying the tongue twisters. For this purpose, you may pause the audio after each line, and then play the full tongue twister so that students can repeat them.
- You may then write the tongue twisters on the board and ask students repeat them.

**Poster Activity**


You could display image 5 from your Teacher's CD. Project the image of the tongue twisters. Read the tongue twisters aloud. You should do it slowly so students can identify the features of pronunciation. Have students practice, then divide the class into groups. Each group send representatives to say the tongue twister in front of the class as fast as they can and with no mistakes. You should encourage students to have fun!




IMAGE 05


**STOP AND THINK about...****...self** \_\_\_\_\_

You can read the definition of *perseverance* aloud. Make sure students are clear on the meaning: You can ask students if they consider they are perseverant, if they know people who are perseverant. You could then elicit a few answers.

1. **Look at the page** of the diary. Complete John's prediction with two intentions he has to reach his goal.
  - You can have students skim the text and ask general questions. You can ask them what they think about John's ideas.
  - You can ask students to locate the predictions and intentions. You might want to focus their attention to the different structures in the statements.
2. **Think about what you want to do when you grow up or something you have been trying to do or learn. Look at some ideas:** become an engineer learn how to play a musical instrument eat healthier food.
  - You can ask students to write their intentions and predictions about the topics in the table (they do not have to write about all of them). If they want to, students can write their sentences in their notebooks.
  - It'd be a good idea to monitor the activity and help students when necessary.
3.  **In your notebook write three predictions and your intentions or plans to reach your goals.**
  - You can ask students to choose one future goal and write their predictions and intentions in their notebooks.
  - You could remind students the different structures for talking about future plans. Tell students it may be a good idea to keep a personal record to follow-up on how things are going.
  - You could also remind students the importance of being perseverant when pursuing a goal.

- You can walk around the classroom and help when necessary.
- You can have students in pairs share and discuss what they wrote in the table.

4.  **In pairs discuss your predictions and intentions.**

- You can divide the class into pairs and ask them to share their predictions and intentions with a classmate.
- It'd be a good idea to encourage students to be curious about their classmates' goals. Remind them the importance of respecting others. To check answers, you could ask pairs to share their predictions and intentions with the class.
-  You could do a quick review of the story in their Reading Book. Ask students work in groups to do the section "Get Together" on page 88 of their student's book.

## GET AHEAD

### 1. Preparing

- You can read the instructions together with the class. Guide them to review the activities they did in the unit, and to focus on the activities listed in the box. Ask students to check the forecasts they wrote, first in the form of sentences, and then in the form of a paragraph in Activities 11 and 12, on page 84.
- Allow students some time to make any change if they want to. If necessary, you can help them so that they are ready for the next stage.
- You might organize the class in pairs. Allowing students to explore the activities in pairs and inviting them to discuss all the activities they carried out is a great way to invite deeper reflection on their achievements in this unit.

### 2. Presenting

- You might organize the class in pairs or in groups of four, depending on the size of your group. You can read the instructions together with the class so that they are clear on what they should do in this stage.
- As students share their forecasts, you might want to take notes so you can give constructive feedback at the end. You can use phrases such as: *I noticed... You organized your sentences very well! You made very interesting predictions! You use the correct forms to express future tenses! You added time expressions and mentioned evidence to make your forecast more precise!*

### 3. Reflecting on my Progress

- You can read the information together with the class to make sure everyone understands the task and its objectives. Students will probably need a few minutes to complete the activity.
- You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students perceive how they are doing, so that you can plan remedial activities making a forecast about other topics working as a class. For this purpose, you might write a topic on the board, for example, Internet, schools, etc. and elicit sentences that describe the future conditions or situations of the topic. You might write the sentences as you elicit them or you can call volunteers to write their predictions on the board. In this way, you can check how students are using the verb forms to talk about the future.

## reading CORNER

### GET READY TO READ!

- Before students start reading *Expectations* in their Reader, you can ask them to discuss the questions in groups.
- You can ask volunteers to share with the class what they would like to be when they grow up and why.

### GET INTO THE TEXT!

- You can tell students to read the story and find the characters who say the lines in the story.
- To guide students to find the lines more easily, you could tell them that the lines appear in the text in the same order they are in the table.

### GET TOGETHER

- You can have students form groups and give them time to compare their answers.
- You can ask students how they imagine the characters' voices. Encourage them to say the lines out loud expressing the emotions of the characters.

## Reader

### Answer key

#### GET THE MAIN IDEA

1. Short story; 2. Because it talks about others' expectations for the future; 3. They have similar thoughts about others' expectations; 4. Answers will vary.

#### GET THE DETAILS

1. She liked books and math and she always did well at school; 2. She will be a doctor or scientist; 3. Because she defended an idea and could put an argument together easily; 4. Angie was talked about professions while Ed was talked about not going to university; 5. Because they put dreams inside a box; 6. To be successful in her own terms; 7. Positive, he supported Angie; 8. Because she felt supported by her dad and wanted Ed to feel the same.

#### GET THE WORDS

1. C (p.64); 2. B (p.66); 3. C (p.67); 4. C (p.70)



**QUICK CHECK**

- You can have students work individually on this page.
- You can read aloud the instructions for each part of the Quick Check.

**Answers****Part 1:**

**1** will become, **2** going to see, **3** am going, **4** is going, **5** will replace

**Part 2:**

On Monday, she's going do to math homework. On Tuesday, she's going to work on the science project. On Wednesday, she's going to talk to Luis about the tickets. On Thursday, she's going to go to swimming class. On Friday, she's going to watch the game.

Note: Consider contractions and full forms as correct.

**SELF-ASSESSMENT**

- You can read together with the class the instructions. To help students do the task, you might read the text together with them to clarify any doubt. You could also give some examples of each of the activities described in the text.
- You can explain the meaning of each option: easy: an activity they did with no problem at all / not very easy: an activity they did but found some problems doing it / difficult: an activity that they did with a lot of difficulty or an activity they couldn't do.
- To promote students' autonomy, you might want to ask them to reflect on the steps they might follow to improve their performance. Have them write their ideas. You might elicit or give some ideas or other types of forecasts they could work on, for example,
  - *Read more forecasts on the Internet or magazines.*
  - *Watch and listen to videos or podcasts making predictions about issues of global interest.*
  - *Write sentences making their own forecasts about issues of personal interest.*

# Evaluation Instrument

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

This Anecdotal Notes Form can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the chart. You might want to keep this instrument as evidence of your students' learning.

Student's name \_\_\_\_\_ Date: \_\_\_\_\_

## Achievements:

- Revise samples of written forecasts.
- Listen to and identify ways to express future actions.
- Formulate and respond questions to understand forecasts.
- Write sentences that express future to create forecasts.

## Evidence of student's performance (related to expectations)

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

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

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

## Recommendations for next steps:

**SOCIAL LEARNING ENVIRONMENT:**

Family and Community

**COMMUNICATIVE ACTIVITY:**

Exchanges associated with media.

**SOCIAL PRACTICE OF THE LANGUAGE:**

Compose dialogues and interventions for a silent short film.

Achievements	Teaching Guidelines	Evaluation Recommendations
<p>1. Understand and analyse the main ideas.</p>	<ul style="list-style-type: none"> <li>• Differentiate total or partial agreement and disagree</li> <li>• Differentiate object actions</li> <li>• Distinguish between verbal and non-verbal communication</li> <li>• Identify verb and object in sentences, adverbs and adjectives</li> <li>• Distinguish the nature of actions (happy, angry, etc.)</li> <li>• Value the role of general and specific content and generate some experiments in groups and their culture.</li> </ul>	<p><b>Collect evidence</b> such as:</p> <ul style="list-style-type: none"> <li>• Charts with stickers to describe changes.</li> <li>• Scripts with dialogues.</li> </ul> <p><b>Final product:</b> Script for a silent short film.</p>
<p>2. Understand the general and main ideas.</p>	<ul style="list-style-type: none"> <li>• Anticipate general sense and main ideas</li> <li>• Clarify the names of objects, actions and concepts</li> <li>• Establish genre</li> <li>• Get to know values and behavior in English-speaking countries</li> </ul>	<p><b>Suggested evaluating instrument:</b></p> <ul style="list-style-type: none"> <li>• Anticipation sheet.</li> </ul>
<p>3. Analyse verbs and phrases.</p>	<ul style="list-style-type: none"> <li>• Recognize main verbs to describe their main characters.</li> <li>• Analyze verb forms of sentences for a dialogue.</li> <li>• Analyze exclamation, question, imperative and its structure of main verbs, adjectives and adverbs.</li> <li>• Use structures of main verbs and / or imperatives exclamation.</li> <li>• Describe main verbs, adjectives and / or adverbs, using verb forms, adjectives and adverbs.</li> <li>• Create sentences with imperatives, question and verbs.</li> <li>• Analyse verbal communication in role playing the characters of a scene. Anticipate the main idea of scene.</li> <li>• Analyze main verbs and phrases in a scene of a film.</li> <li>• Reinforce dialogues.</li> </ul>	

## GET GOING

**Lead-in**

You can direct students to the opening page of the module and ask them to read the opening question and discuss it in pairs or groups. You can have them share ideas with other classmates and elicit a few answers. You can then introduce the topic of the unit.

**1. Look at the pictures and choose the best option.**

- You can have students look at the pictures and ask: *What can you see in the pictures?* You should encourage them to name object, actions and characters if they recognize them.
- You can have students work in pairs to read the question and complete the activity.
- You can elicit answers from different pairs and have students agree on the choice. If there is a difference of opinion, you could ask students to explain why.
- You can ask students if they recognize the story (*Frankenstein*) and a bit of what they know about it.
- You can share some of this information with the class: *Frankenstein* is a Gothic Novel written in 1818 by Mary Shelley (British author). It has been adapted as a movie on many occasions, the first was a 16-minute-long silent film by the Edison Company in 1910. Frankenstein is the last name of the doctor, not the name of the monster.

**Answers**

1 b

**2. Analyze the pictures in detail and choose the one that shows...**

- You can ask students to individually see each picture and pay attention to detail.
- You can read the instructions and make sure students understand the situation described in each option. Ask concept check questions such as: *How does someone proud act? What does a scared person do? What expression does an aggressive person make?*
- You may allow student work in pairs and choose the answers.
- You can make students discuss with a classmate: Which clues from the picture helped you find the correct answers for activities 1 and 2?

**Answers**

b 4; c 2 or 3

- You can direct students to the *Culture Stop* box. Have a volunteer read the note. Ask students if they like silent movies and why (not). If they haven't seen any, ask what type of movie they would like to watch as a silent film: A romance? A horror movie? A science fiction one? And tell you their reasons for that.

## GET GOING


### 3. Match the scenes from the silent movie *Frankenstein* to their corresponding dialogue.

- The aim of this activity is to help students relate images to possible dialogues. Before starting this activity, you could explore the images only and ask students what they imagine the characters are saying. Doing this will activate creativity and make completing the activity simpler.
- After some prediction, you can invite students to read the dialogue boxes in silence and then tell you how similar or different the texts are from the ideas they generated previously.
- Students could then work matching the dialogues to the correct picture. They can compare answers with a classmate before you check them as a class.
- This might be a good point to go back and re-read the lines with the class and then have students work in pairs to describe the tone and attitude that each line should have (sad, happy, angry...?), based on the pictures and their knowledge of the story. Ask them to discuss the importance of conveying emotions on lines for movie scenes.

#### Answer

1 B; 2 C; 3 A; 4 D

### 4. Listen to the noises and match them with the correct picture in Activity 3. Solve this activity as a class with the help of your teacher.

- You can direct students' attention to the pictures in Activity 3 again, and ask them to imagine the kinds of noises that the scene would generate in real life.
- You can tell students they will listen to some sounds from the scenes in Activity 3. Play the audio and ask the students to describe them. Elicit some answers helping with vocabulary if necessary (*clanking, bubbling, dramatic music, etc.*).
- You could play the audio with sounds a second time and ask students to individually match them to the pictures in activity 3.
-  You can have students compare their answers in pairs and then check them as a class.

#### Answers

a 3; b 2; c 1; d 4

- You could ask: *What elements from the scenes helped you decide on what the correct sounds were?* Elicit answers from individual students encouraging the rest of the class to participate by saying if they agree with the answers or not.

## GET GOING

5.  **Work in groups of four and follow the instructions.**

- You can divide the class into groups of 4. Ask students to look at the pictures in Activity 6 and have them mimic the posture of the characters in each picture.
- You can then ask students to read the lines they matched to the picture as they mimic the posture. Have them notice the use of tone in each representation.
- You could also ask students to create three more postures and expressions. Provide some situations if students are having trouble imagining some of their own (an action scene, a dramatic one):
- You might want to ask volunteers to present some of their scenes to the class.

6. **Read the following sentences from the story. Work with a classmate and decide in what part of the story the characters said these lines.**

- If you read the sentences aloud to your students, you could ask them why they think the characters said these phrases. If you do this, you should accept all ideas, reminding them of what the summary of the story says if necessary.
- You can ask students what the purpose of the sentences is. What are they expressing? (wishes). Ask them to work in pairs and underline the specific words used to express ambitions or dreams (wish, hope, want to).
- You can ask them to express a wish they may have in a similar way. It'd be advisable to remind students that the information in the Language Reference section may help them understand how to put together sentences that express ambitions or dreams.

7. **Complete the following draft board for the silent movie "Frankenstein" with words from the box.**

- Before starting this activity you can ask the class if they know what a *draft board* or a *story board* is. If students are familiar

with movie making or comic book writing they might recognize the term *story board* which is basically a draft of the story to be told, with the main events outlined and organized into sections or scenes. If they don't know the term, you can explain it to them.

- As students are familiar with the narrative structure they saw in Unit 3 (for stories) you could elicit from them what the setting, main topic, conflict and resolution in the story of Frankenstein might be. Accept all ideas, as students may know more about the story than what they read on their activity book. (**Note:** The main topic is the artificial creation of life, the conflict is the creation of the monster who turns violent and the resolution is the death of Victor Frankenstein. The setting is not defined clearly on the pages but the original story was set in a European city in the 1800's).
- After the discussion, students can complete the activity individually. You can ask them to compare the answers in pairs before you check them with the class and then have students discuss the questions on the page.
- After this, students can be invited to work in pairs and choose a story they will develop as a silent movie throughout the unit. You can have the class copy a similar chart to the one for this activity in their notebooks, so that they can outline 4 scenes that tell the story they choose. If your class can handle a higher level of challenge, you can tell them to outline more scenes in their draft boards. To check the main ideas are contained in their draft boards you can ask them to check if there is a clear introduction to the story (which should ideally establish the setting and topic) and if conflict and resolution for the story are considered.
- Consider telling students to keep the draft boards simple, as they will have time to develop dialogues and drawings for their silent movie as the unit progresses.

## STOP AND THINK about...

### ...culture


1. Complete the following text guessing what the correct country could be. Your teacher will then give you the correct answers.

The objective of this activity is for students to reflect on the interpretation that different gestures have in different cultures. Students are not expected to know the answers, but trying to guess can be a fun activity.

- You can have students read the article without answering. Ask students to focus on the gestures mentioned in the article. Help them visualize them by acting them out.
- To reassure students about this task, you can tell them that the idea is to just make their best guess. They are not expected to know the answers, just to speculate.
- You can share the correct answers with them.
- You could ask students if the information surprises them or not.
- You can ask if they are familiar with national differences in body language and open a discussion on the possibilities for differences.

#### Answers


1 Australia; 2 New Zealand; 3 US; 4 UK

-  You can discuss with the class other differences they may know in the use of gestures and body language from other places. Usually, there are differences within different regions of a country. You could raise students' awareness of the fact that handshakes and the distance you keep between you and a person you are

talking to vary from country to country (e.g. Mexicans may kiss a person to say hello, while in the UK a handshake is more than enough and sometimes not even that is necessary).

**Note:** Gestures and body language complement verbal communication. Posture, hand movement, facial gestures, and facial expressions are part of body language and there are remarkable differences in different cultures. For example while in most countries moving your head up and down to indicate "yes", in Greece the same gesture is used to say "no".

### ...language

1.  Work with a classmate and draw this table in your notebook with sentences, phrases, or expressions that can be used for dialogues for the pictures in Activity 1. Use the headings below.
  - You can direct students attention to the table in the activity. Read the headings and ask students for examples for each, using picture 1 in Activity 6 as a model.
  - You can have students copy the chart on a separate piece of paper and write the options under each heading.
  - You can encourage students to work in groups to add more phrases under each heading and to keep space on the page to add phrases as they move on in the unit. This should be kept as part of their portfolio of evidence.

## GET MOVING

**Poster Activity**

You could display image 6 on your teacher's CD and go over the different genres, eliciting from students what each type of film is about. (*Horror* movies are scary stories, *Drama* deals with personal conflict, *Comedies* are funny movies, *Thrillers* are suspense movies where there is a mystery to solve and *Romance* are about love relationships). You could then elicit example names of movies.



**1. Look at the scene from the silent film "I Met my Idol" and complete the wishes. Write the name of the person who makes each wish.**


- You can have students work on the activity individually. Ask them to focus on the structure of wishes in each sentence.
- You can refer students to the Language Reference section (page 178) and have them analyze the structure of wishes: If only or I wish + could, etc. Ask them to check the information in pairs so that they can check their answers.
- With their sentences complete, you could ask students to write the name "Claude" or "Barbara" in the lines next to the wishes.
- You might want to check answers as a class.

---

**Answers**

**1** only / could - Barbara; **2** can - Claude; **3** could - Barbara; **4** want / to - Claude

---

**2.  Work with a classmate and look at the picture above again. Circle the words that refer to objects and people you can see there.**


- You can allow students to work in pairs to complete the activity.
- After that, you can ask two pairs of students to work together. Ask them to point to the objects from the list in the picture. When they do, the rest of the group says the name of the object out loud. Make sure they know what a leaflet or a bow tie is. You might want to remind your students to use the glossary at the back of the book for key vocabulary.

---

**Answers**

*fans, a reporter, a hat, a bow tie, an actor*


---

**3.  Work with a classmate. Ask and answer questions about the people, objects and actions in the picture**

- You can allow students to continue working in pairs. You can ask them to speculate about the actions and objects in the picture.
- You can have them ask and answer questions about the actions and objects using their ideas. Ask students to express their opinions freely. The questions on the page should help trigger ideas on what to ask / answer, but these should not limit the language students use.



## GET MOVING


4.  Look at more scenes from the silent film *"I Met my Idol"*. Work in small groups and discuss:
- You can direct students to the pictures in Activity 4. Read the questions aloud and tell students to think of possible answers but not to share them yet.
  - You can organize the class in small groups and have students discuss the answers to each question. Ask students to take notes of the ideas discussed.
  - You can have volunteers share their ideas and discuss with the whole group which of the ideas better correspond to the images and why.
  - It'd be a good idea to ask the class about possible ideas for the ending and decide as a class which possibility is the most interesting or appropriate.

### Answers will vary

5. Read two parts of a script: a description and a dialogue. They were written for two of the illustrations. Which scene do they belong to?
- You can direct students' attention to the pictures in Activity 4. Ask: *What do you think the characters are saying?*
  - You can ask students to read the two texts in the activity in silence. Individually, you can have them complete the activity individually.
  - You may let students compare answers in pairs. You could encourage them to describe emotions and actions as they compare answers.
  - You can check answers as a class.

### Answers

Text A 2; Text B 4

-  In pairs, you can have students discuss the questions: *What is the purpose of each text? What is the purpose of the words in parenthesis in text B? What is the purpose of the words in bold in text A?*
- You can have volunteers give some ideas and elicit / give correct answers.



### Suggested Answers

Text A is a description of a scene for a movie script, so that the readers (actor, producers, directors, etc.) understand what is happening. Text B is the dialogue, and the words in parenthesis indicate the emotion actors should convey. The words in **bold** in Text A indicate sequence.

- You can direct students' attention to the *Culture Stop* box. Have a volunteer read the note. Ask students how hard they think the director's or actor's job is. Have students give reasons.

### Extra Activity

You could divide the students into groups and have them write a list of jobs connected to the movie industry and a short description of the job (e.g. *a double or a stunt - is the person who does dangerous or difficult scenes, instead of the real actors*). Tell students to use a dictionary if they need to. You could time the activity and assign a small prize to the group with the longest list. Compare lists as a class.

-  Page 75  At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book. After exploring the title and the initial image with them, you can ask them to solve the section "Get Ready to Read" on page 103 of their student's book. They can do this working in pairs or groups.

## GET MOVING

6. TRACK 19



**Listen to two students talking about one of the scenes in activity 4. Which one are they discussing? Write the number of the scene.**

- You might want to consider having students' books closed to start this task. You can tell students they will listen to a conversation between two students. Ask them to tell you what the conversation is about.
- You can play the audio and elicit the answer (the conversation is about one of the scenes in the picture *I Met my Idol*).
- Students could now open their books and read the instructions for this activity. You can play the audio again and ask them to identify individually the scene the audio refers to. Then, give the correct answer.
- You can elicit key words in the listening: *dramatic, bored, angry, expression*. You might want to explain that key words usually contain the most important information in an idea and students should focus on them.

**Answers**

1

7. TRACK 19



**Listen to the conversation again and choose the best answer.**

- You can read the instructions and questions with the class.
- You can ask students to work with a classmate and choose the answers from what they remember from the audio.
- You can play the audio and tell students to check their answers as they listen. You can ask them to clap when they hear each phrase so that you can stop the recording and reflect on the meaning together.

**Answers**

1 c; 2 a; 3 a; 4 c

**8. Think about the work you have done so far in this unit and complete the chart.**

- This activity invites students to reflect on their progress and it can be a great opportunity for you and your students to find out what goals have been met and to identify areas of improvement. You can read instructions with the class to make sure everyone understands what the task is about.
- A recommendation to make sure everyone understands what to do is to tell them to think about specific activities that have done so far in the unit and asking them if they feel their performance was great, ok, or not good at all, and then choose the correct score.
- You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students perceive they are doing, so that you can plan remedial activities.


## GET MOVING

### 9. Order the following dialogue.

- You can direct students' attention to the image and ask them to describe the scene to you. Ask: *Is it a happy scene? Sad? What can the characters be saying?* Accept all ideas at this point.
- You can organize the class into pairs. Have them read phrases a-f in silence and then tell them to order them to form the dialogue that corresponds to the illustration. Tell them there is an answer given as an example so that they follow the model.
- You might want to check answers as a class.

#### Answers

2 d; 3 b; 4 c

-  You can work with a classmate and practice reading the dialogue. Change roles when you finish.
- Still working in pairs, you can have students practice the dialogue. Tell them to exchange roles so they can practice both parts of the conversation.
- You could also ask volunteers to roleplay the scene in front of the group without reading it.

### 10. Work with a classmate. In your notebook, write the following about this scene from the movie.

- You can direct students' attention to the picture in Activity 10 and ask: *Where are they? What is happening? What do you think they are saying?*
- You can tell students that they will write a description of the scene and then a dialogue following the format from Activity 5, on page 97.
- You can have them work on a first draft. Then ask them to work with another pair to help each other check their work and improve it. They should write a final version individually to keep as evidence of learning in their portfolio.

#### Answers will vary


### Write a script for 4 scenes of the story you chose on Activity 7, page 94.

- Students wrote a summary of a story they can use to create a silent movie. To make the writing of a script easier, you can have them decide on 4 important scenes that can tell the whole story.
- You can tell students to imagine the scenes as pictures. If it helps, they could draw a draft of the pictures they imagine represent the story.
- After this, students can work together to write the dialogue for each of the scenes in their movie.

### 11. Work in groups of three to practice reading the dialogue. Use body language and the correct tone to emphasize what you are saying. Take turns being A, B or C.

- You can have the class into groups of three. Assign letters A, B and C to each student.
- You can have students go over the table in explain that one of them will evaluate performance of the others using the information in the table. Make sure students understand the information in it.
- You can ask A and B to perform their dialogues to C. Student C completes the table on A and B's performance. Once they finish, C gives feedback to A and B. Then, another student takes the role of C and they repeat the process. Finally, the third student takes the role of C to evaluate their classmate's performance.

#### Answers will vary

-  At this point you might want to make sure your students have read the story in their Reader Book. Ask students to solve the sections "Get into the Text" and "Get together" on page 103 of their student's book. They can do this working in small groups.

**STOP AND THINK about...****...language** \_\_\_\_\_


1. **Label the parts of a script with the correct name. Write the correct letter in the box.**
  - You can read the information of a script with the class. Tell them that scripts are composed of a number of elements that follow an order.
  - You can read the list of elements a-e and ask students to complete the activity individually.
  - You can have students compare their answers in pairs and then check as a class.

**Answers**

**1** d; **2** c; **3** e; **4** b; **5** a

- You can tell students you are going to read the dialogue out loud in groups. Divide the class into two large groups and assign each group a role. Have them read the dialogue aloud chorally taking turns. Ask them to emphasize the intention specified in parenthesis. You might want to ask strong students to model the intention in parenthesis to make sure everyone understands the meaning of the adverbs.

2. **Organize the words in the correct column.**

- You can ask volunteers to read aloud the words in the box. Remind them that words have different functions (parts of speech). Tell them the words in the box can be used to describe something / someone or to describe an action.
- Working in pairs, you can ask students to organize the words in the table. Copy the table on the board and ask volunteers to write a word in the correct space to check answers as a class.
-  You can divide the class into groups of four and ask them to analyze the spelling of words to describe actions. Have them look at the *Language Reference* section on page 179 to notice the correct spelling of adverbs.
- You can have students copy the dialogue in order from Activity 8 in their notebooks. Then they decide on a word to describe how each line should be read and write the adverb in parenthesis.

**Answers**

**Words to describe a place, person, or thing:** angry, cold, elegant, happy, sad, slow, soft, suspicious; **Words to describe an action:** angrily, coldly, mysteriously, happily, sadly, slowly, softly, suspiciously

**STOP AND THINK about...****...language**

- To indicate the order of events in a story, we use words called connectors of sequence. Organize the following events from the scene and then write the correct word: *first, after that or finally*.
  - You could start by asking: *Is the sequence of events important in a movie? (Yes) How can we emphasize the sequence in a paragraph?* Accept all reasonable answers. Explain that we normally use words such as (First, then, etc.) to indicate sequence and that they are called connectors.
  - You can read the instructions to the class and tell students that the statements in the list are a summary of the story "*I Met my Idol*". You could then explain that the sentences are not in the correct sequence.
  - You can have students go through the sentences. Ask them to work in pairs to order them in the correct sequence. Check answers with the class.
  - You can ask students to write the correct connectors according to the order they decided. Elicit answers and ask a volunteer to read the resulting paragraph.

**Answers**

**a** after that, **b** finally, **c** first

**...being together**

- Mark (✓) which feedback sentence covers all these three aspects of effective and respectful feedback.
  - You can direct students' attention to the 3 sentences and ask: *Is this a positive or negative way to give feedback?* (Positive). You could explain that the sentence in the box is a note on a student's performance. They have to imagine someone wrote that "no" and then that person uses sentences a, b and c to give feedback to a classmate.
  - You can ask students to work in pairs and decide which of the three options covers all the aspects of positive feedback.

**Answers**

**b**

**Poster Activity**

You could display image 6 of your Teacher's CD and have pairs choose a movie and work in a possible plot summarizing it in three lines. Ask them to use sequence words to narrate the events. You could have pairs share their work by reading it aloud.



IMAGE 06

- You can discuss with a classmate: What feedback phrases can you use when working with others in a team?
- Finally, you might want to ask students to work with other pair of students to discuss the question. Have groups brainstorm a list and then invite volunteers to share their ideas with the class.

## GET AHEAD


### 1. Preparing

- You can allow students to work in groups of 4. Read instructions in this section together with the class.
- You could encourage students to think of key events in the story they chose so that these can get illustrated.
- If they created drafts of the illustrations while working on Activity 10 page 99, they can use them and work on them. If they don't have drafts yet, you can decide to tell them to create drafts for the illustrations and then a final version of their drawings.
- This might be a good opportunity to integrate technology in the class. You could ask students if using slides can help their presentation. Ask them to be practical in their considerations. You can refer them to the *Digital Skills Summary* page 186 at the end of their Activity Book for further ideas on how to use slides.
- You can have students check the script they wrote before while working on Activity 10 page 99.
- You can have students practice reading their scripts.
- Consider giving students a clear idea of how some of the activities in the unit have helped them get the information they needed to create the script. Ideal examples for this can be: Activity 7 on page 94 helped them organize scenes for a silent movie. Activity 1 on page 95 (language) helped them create a list of phrases or expressions to use in their story. Activities on page 97 helped them analyze and practice how to write a dialogue for a movie scene. Or you can mention any other important activities they may have done in class.

### 2. Presenting

- You can ask 3 groups to work together.
- You could remind students that they will have to answer the questions on step 2 for each group of classmates. They can take notes in their notebooks. Tell them to listen attentively and respectfully.

- It'd be advisable to monitor the activities. You can take notes so you can give constructive feedback at the end of the activity. You can use phrases such as: *I noticed... You prepared a very detailed script! Your dialogues go well with each picture.*

-  The class may share some of their answers to step 2.

### 3. Reflecting on my Progress

- This activity invites students to reflect on their progress and it can be a great opportunity for you and your students to find out what goals have been met and to identify areas of improvement. You can read instructions with the class to make sure everyone understands what the task is about.
- If you decide to give examples, you can write on the board simple alternatives to guide them like:
  - 1 The nicest part about writing the script was... the way I felt, working with others, etc.
  - 2 The most challenging part about writing the script was...using correct English, getting ideas for the script.
  - 3 Illustrating and presenting the story was... fun, boring, important, easy, difficult, etc.
  - 4 If I create a script again, I will... start to plan before, contribute with more ideas, etc.
- It is advisable to encourage the class to go back to the activities that they have completed so far so that they can identify the best way to complete the sentences.
- You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students perceive they are doing, so that you can plan remedial activities like reading more outside the class or finding simpler texts for them.

## reading CORNER

### GET READY TO READ!

- Before students start reading the script *Finding Celia* in their Reader page 67 you can have them answer the questions individually first and then have them compare their answers in groups.
- From what they saw as they were browsing pages to get the name of characters, you could ask the class: *What do you think the play will be about?* Accept all answers.


#### Answers

1 scenes, script, director, actor, camera, tickets. 2 Answers will vary.

### GET INTO THE TEXT!

- You can tell students to read the script and take notes about what they think might be the most important scenes.
- You can suggest they do a flowchart or a diagram like the one they made for stories in Unit 3.
- Once they have finished reading and deciding on the most important scenes, you can tell them to choose the two most important ones and draw them in the spaces.
- It'd be a good idea to invite them to compare their drawings in pairs or groups. You can also have them discuss the questions.

### GET TOGETHER

-  You can have students work in groups to rehearse reading the script. Each member of the team chooses a character and they read the lines trying to convey the correct emotion.
- If time allows, you can ask teams to perform a scene from the script for the entire class!

## Reader

### Answer key

#### GET THE MAIN IDEA

1. A girl who got lost.
2. In a big city.
3. Celia's family never found her. She got sick and needed a bone marrow donation.

#### GET THE DETAILS

a) The woman and the man adopted Celia after a while. b) Mrs Rourke works for the orphanage. c) Celia was happy. d) They needed to find any blood relative. e) Celia's brother found her.

#### GET THE WORDS

- 1 clearly, 2 mother and father, 3 tolerant, 4 pleased, 5 important, 6 family member, 7 nervously.

**QUICK CHECK**

- You can allow students to work individually on this page.
- You can read aloud the instructions for each part of the Quick Check.

**Answers**

**Part 1.** 1 b; 2 a; 3 d; 4 a; 5 b;

**Part 2.** a 2; b 5; c 3; d 1; e 4

**SELF-ASSESSMENT**

- You might want to remind students of the general aim of the unit which is composing dialogues and interventions for a silent short film. Ask the class if they believe that can write dialogues for scenes in English. Explain to students that the statements in the self-assessment box all relate to the overall aim.
- You can read together with the class all the statements in the self-assessment box. Make sure students are clear on every *I can statement*.
- Consider giving examples of information needed under each column heading. For example, for recognizing the topic, purpose and audience of a silent movie, students worked in activity 1, page 92 and others. Or they might have done something extra you brought into the class. Students can work in pairs to identify one or two examples for each statement.
- After identifying specific activities done in class, it might be easier for students to complete the last column. Give them some time to reflect on this and note down their answer.
- To promote students' autonomy, you could ask them to reflect on the steps they might follow to improve their performance. Have them write their ideas. Elicit / give some ideas, for example,
  - *Read more plays and other types of scripts in English.*
  - *Practice reading dialogues with the correct intention.*
  - *Watch short films in English on the Internet.*
  - *Try other roles when preparing a play to gain different strategies.*
- You can also have students read the recommendations at the end of the page, and invite them to go back to the sections they found out to be the most challenging to review content.
- You might want to consider using the evaluation instrument on the following page to give students feedback on their performance and give them recommendations on how to keep up the good work and how to improve in areas of opportunity.



# Evaluation Instrument

This Anecdotal Notes Form can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the chart. You might want to keep this instrument as evidence of your students' learning.

Student's name \_\_\_\_\_ Date \_\_\_\_\_

**Expectations:**

- Revises silent short films.
- Understands the general sense and main ideas in a silent film or story in pictures.
- Writes lines and dialogues for silent images in script format.

**Evidence of student's performance (related to expectations)**

Date	Date	Date
Notes	Notes	Notes

**Recommendations for next steps:**

**SOCIAL LEARNING ENVIRONMENT:** Academic and Educational.  
**COMMUNICATIVE ACTIVITY:** Search and selection of information.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Write notes to elaborate human body diagrams.

Achievements	Teaching Guidelines	Evaluation Recommendations
<p>1. Analyse and understand the human body systems and their functions.</p>	<ul style="list-style-type: none"> <li>• Analyze the diagram and label the parts of the human body.</li> <li>• Identify the parts of the human body and their functions.</li> <li>• Define the parts of the human body and their functions.</li> <li>• Identify the parts of the human body.</li> </ul>	<p><b>Collect evidence</b>  <b>Checklist</b></p> <ul style="list-style-type: none"> <li>• I can identify the parts of the human body.</li> <li>• I can describe the functions of the parts of the human body.</li> </ul>
<p>2. Propose and answer questions about human body systems.</p>	<ul style="list-style-type: none"> <li>• Extend the use of words and expressions.</li> <li>• Make and answer questions to describe components.</li> <li>• Use demonstrative determiners, verb forms and adjectives in questions and answers.</li> </ul>	<p><b>Final product</b>          Write a short paragraph about the human body system.</p>
<p>3. Write notes in class on the human body systems.</p>	<ul style="list-style-type: none"> <li>• Write notes on the human body systems.</li> <li>• Summarize the notes in a short paragraph.</li> <li>• Use the notes to answer the questions.</li> <li>• Complete the activities in the workbook.</li> <li>• Prepare a short presentation on the human body systems.</li> <li>• Prepare a short presentation on the human body systems.</li> </ul>	<p><b>Suggested evaluating instrument</b></p> <p>Checklist</p>
<p>4. Edit diagrams in teams and with the guidance of the teacher.</p>	<ul style="list-style-type: none"> <li>• Promote respect and collaboration in school work.</li> <li>• Value the use of punctuation marks and standard spelling.</li> <li>• Spot and clarify errors.</li> <li>• Delete or add information to improve their notes.</li> <li>• Adjust language according to purpose and intended audience.</li> </ul>	

## GET GOING

### Lead-in

You can direct students to the opening page of the module and ask them to read the opening question and discuss it in pairs or groups. You can have them share ideas with other classmates and elicit a few answers.

You can then introduce the topic of the unit.

### GET GOING!

#### 1. Look at the book page below and mark (✓) the correct answers.

- If you read the instructions aloud, you can refer students to the diagram and then read the statements and the options.
- You can have students look at the illustration and then read the texts quickly. Ask them to work individually.
- You can have students choose their answers. Then check the answers as a class.

#### Answers

**a** Organs and Functions; **b** Biology for Students

#### 2. Label the organs. Use the words in red from the text.

- You can organize students in pairs. Ask them read the text again and find the terms in each description to label the organs of the body.
- You can check the answers as a class.
- You can have students notice how some terms are similar in Spanish, for example, trachea, carbon dioxide, nerves, digestive system, etc.

#### Answers

brain, heart, lungs, stomach, bones

### Critical Thinking

You could organize the class in groups of three. On the board, write these questions: *Which do you think is the most important body system? Why?* Have students discuss the questions and take note of their answers. You could then ask students to work with another group and share their opinions. You might want to help students give reasons for their opinions. *Do they agree on the answers?*

### Extra Activity

You could divide the class into five groups and assign each group a body system. Elicit / give the meaning of the three organs from each system included in the text. Ask students to make an illustration of the system in their notebooks, including and labeling the main organs mentioned in each description. Ask students to include the name of the system.

## GET GOING

**3. Read the text below and number the sentences in the correct sequence.**

- You can ask students to read the statements. Elicit / give the meaning of 'release' = *to discharge, to let go*. Ask students to read the text individually and then order the sentences in pairs. Check answers as a class.

---

**Answers**

3, 5, 4, 1, 2

---

### Extra Support

You could refer students to the *Strategies Summary* on page 185 to get ideas of strategies for learning academic vocabulary.

**4. Read the text again and answer the questions below.**

- Go over the questions. Have students go back to the text and find the answers. Ask students to compare their answers. To check as a class, ask an individual student to read a question and have another one answer it. You can do the same with the rest of the questions.

---

**Answers**

**a** The aorta carries blood full of oxygen into smaller arteries; **b** It releases nutrients and oxygens into the cells.; **c** Veins carry waste products away from cells and bring blood back to the heart; **d** Blood picks up oxygen and eliminates waste carbon dioxide.

---

### Extra Activity

You could organize students in pairs and ask them to take turns to reading *The Circulatory System* aloud to each other. As one student reads, the other should follow the flow of the blood in the diagram.

## GET GOING

### 5. Complete the description of the Digestive System with the sentences in the list. Write the correct letter.

- You can read with the class the sentences in the list and then ask students to read the text on their own.
- You could make sure students are clear on what they have to do. Demonstrate by reading the first sentence in the text and eliciting the correct answer.
- If students do not come up with the answer, you could guide them to find the relation between the word chewed in the first sentence and the word chewing in option b.
- You can ask students to continue with the task on their own. Set a time limit and then organize students in pairs to complete their answers.
- You might want to check answers as a class. Then start reading the text aloud, make a pause and invite students to read the next sentence, then you continue reading, pause and ask another student to continue reading.

#### Answers

b; a; d; c

### 6. Work in pairs. Take turns to ask and answer the questions below.

- You can organize students in pairs: Student A and Student B. Explain to students that they are going to ask each other questions about the text. Read all the questions as students follow along so they can check pronunciation.
- You can have students take turns asking and answering the questions. Set enough time for students to read the questions, go to the text to find the answer and give the answer to the other student.
- Once students finish, you can have a volunteer read a question aloud and have another volunteer answer the question.
- It might be a good idea to tell students that this activity gives them practice to ask and answer questions about a body system, which is one of the stages of the product they will be developing in this unit.

#### Answers

**Student A: 1.** In the mouth, when the food is chewed and mixed with saliva; **2.** In the stomach; **3.** The liver; **4.** To the long intestine; **Student B: 1.** Through the esophagus; **2.** The nutrients are absorbed; **3.** Through the walls of the small intestine; **4.** The excess food travels into the long intestine.

### 7. In your notebook, draw a diagram of the Digestive System. Include all the parts underlined in the text above.

- You can explain to students that they are going to make a diagram in their books of the digestive system. Encourage students to go through the previous pages to use the diagrams there as a model. Alternatively, students might go through their Science book to find other models.
- You can tell students that they have to label the parts of the system underlined in the text, but they can add other parts of the system.
- You can direct them to the IT box and tell them that they may find interesting information on websites like the one recommended. This may be useful in case you decide to set the task as homework for the next class.

### 8. Work in pairs. Review the diagram you made in Activity 7. Then choose a human body system for your product and make a diagram of it.

- To start working on the stages of the product, you may have students work in the same pairs as in Activity 7. Then ask them to decide on a human body system so they can make a diagram taking as a model the ones from this unit or from other source.
- You can encourage students to think about different ways to make their diagrams so they can make them attractive to the reader.

# STOP AND THINK about...

## ...language

**1. Look at the pair of sentences in the active (a) and passive voice (b). Then check (✓) the sentences that are correct.**

- You could try to copy the sample sentences (a and b) on the board. Have volunteers read the sentences aloud, one by one, and have students identify the information in the sample sentences and check the correct sentences in their notebooks.
- When students have finished reading the sentences, you can you can elicit the answers as a class. As students give their answers, have volunteers come to the board and underline or circle what each sentence states, e.g. *1 In sentence a, the verb is in the present simple tense.* Students should underline transport and check the answer as correct.
- You can carry on with the rest of the sentences. Clarify any doubt if necessary.

### Answers

**Correct:** 1, 2, 3, 4; **Incorrect:** 5 because both sentences have the same meaning.

### Extra Activity

You could ask students to choose three to five words from the texts they have read and make drawings in their notebooks to illustrate them. Alternatively, they could make the drawings on cards and then display them in the classroom.

**2. Use the words on the left to complete the rule to form the passive voice.**

- You can refer students to the table. Read the rule aloud together with the class and as you pause your reading, elicit the correct answers.

### Answers

**1** action; **2** passive; **3** present;  
**4** be; **5** participle

**3. Complete the extract of the Respiratory System with the verbs in the box. Use the passive voice.**

- You can read the instructions to the class. Then you might review the form of the passive voice. You can ask students to work individually or in pairs and complete the sentences.
- You can check answers by writing the gapped text on the board and have volunteers write the answers.

### Answers

are protected, is made, are connected

You might want to refer students to the texts on pages 107 and 108 to find examples of the passive voice. Students may copy the sentences in their notebooks to have them as a reference in the development of their product.

# GET MOVING



**1. Read the statements below.**

**Reflect on what you have learned to be prepared to describe human body systems. Mark (✓) (X) the statements.**

- This activity invites students to reflect on their progress and it can be a great opportunity for you and your students to find out what goals have been met and to identify areas of improvement. You can read instructions with the class to make sure everyone understands what the task is about.

**Answers**

are protected, is made, are connected

TRACK 20



**2. Listen to the first part of a conversation. Check (✓) the main topic.**

- You can direct students to the picture and ask them to describe what they can see. Then, direct them to the three options. Remind students that the main topic is the most important idea in a text. Play the audio and have students check the correct answer.

**Answer**

C

TRACK 21



**3. Listen to the second part of the conversation. Match the columns.**

- You can go over the sentences with the class. Play the audio and have students write the number of the phrase that completes each answer correctly. Play the audio a second time and have students complete or confirm their answers. It'd be a good idea to check answers as a class by having students read the complete sentences.

**Answers**

a 2; b 3; c 4; d 1

- If you read the questions aloud, you could then ask students to reflect on their answers, and then take notes in their notebooks. Have students discuss in pairs, and then ask them to join another pair of classmates. When students finish their discussion, ask them to name a representative to report to the class what they have discussed.

**Extra Activity**


On poster paper, you could have students write a list of actions they can take at school to help each other eat healthy food. It'd be a good idea to paste the poster in the classroom so that students can try the actions on a regular basis!

- Page 88 At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book. After exploring the title and the initial image with them, ask them to solve the section "Get Ready to Read" on page 118 of their student's book. Then, have them do section "Get into the Text". They can do this working in pairs.

- You can work in pairs. Discuss your ideas for healthy eating. Take notes in your notebook.

## GET MOVING

### 4. Look at the diagram. Read the information and label the yellow boxes in the graphic organizer on the next page.

- You could start by having students keep their books closed and then tell them they are going to read a text about the nervous system.
- On the board, you could write these words: *eyes, brain, nose, heart, nerves, information, intestines*. Have students predict the words they may find in the text. Elicit their answers. Do not confirm them yet, as they will do it when they read the text on their own.
- You can have students open their books to page 112. Have them read the text quickly and look for the words. Ask how many words they could find. Note: All the words written on the board are mentioned in the text.
- You can direct students to the diagram and ask them what they can see in the illustrations: *the brain, nerves, the spinal cord*. Read the text aloud as students follow along. Then have students read the text in pairs. Focus their attention on the words in bold.
-  You could do a quick review of the story in their Reading Book. Ask students work in groups to do the section "Get Together" on page 118 of their student's book.
- You can refer students to the organizer on page 113. Tell students they are going to complete the organizer with information from the text. Point to the yellow box at the top of the organizer and then to the box right below it. Elicit the title of the organizer: *The Nervous System*.
- You can have students continue reading the text and complete the missing information in the yellow boxes.
- You can ask students to share and compare their answers with another pair of classmates.
- You might want to check information as a class.

---

### Answers

**Yellow boxes, First Level:** The Nervous system; **Yellow boxes, Third Level:** The Central Nervous System (on the left box), The Peripheral Nervous system (on the right box); **Yellow boxes, Fifth Level:** brain, spinal cord (on the left boxes, as part of the Central Nervous System); Somatic Nervous System, Autonomic Nervous System (on the right boxes, as part of the Peripheral Nervous System)

---



## GET MOVING

- You can have students read the text again individually. This time they should focus on the functions and specific characteristics of the parts of the Nervous System. Remind them that they already included the parts of the nervous system in the yellow boxes of the organizer.
- 5. **Work in pairs. Write a dialogue with questions and answers about the nervous system. Role-play the dialogue.**
  - You can refer students to the questions in the table on page 109. They may use these questions as a model or they may come up with new questions.
  - You might want to monitor closely so you can support your students in the process of writing and answering the questions. 6-8 questions should be good practice at this stage of development of the product.

---

### Answers



---

**Brain:** weighs 1.3 to 1.4 kg., contains about 100 billion nerve cells or neurons; **Spinal cord:** about 43 cm long, protected by the vertebral column, about 70 cm long; **Somatic Nervous System:** consists of sensory nerves, sends information to the SNC, information comes from the sense organs, sends information through the motor nerves to the muscles; **Autonomic Nervous System:** functions involuntarily, regulates functions of internal organs: heart, stomach, intestines.

---


- You can have students continue working in the same pairs. Tell them that they are going to complete the organizer with the information from the text on page 112.
- You can try to elicit the parts they are going to write about to complete the organizer: *brain, somatic nervous system, and autonomic nervous system.*
- To check answers as a class, you could have a volunteer draw the organizer on the board and have students complete all the information.

## GET MOVING

6.  Work in pairs. Use the information in the diagram of the brain to write sentences in your notebook about the general characteristics and functions of the different parts of the brain.
- You could start by directing students to the diagram. Have them look at the illustration and identify the main parts of the brain. Ask how many parts are labeled in the illustration: *five*.
  - You can say the names of the parts of the brain out loud and have students notice that the double **ll** in **callosum** and **cerebellum** is pronounced as '**L**'.
  - You can have students read the general characteristics and functions of each part of the brain and identify the parts in the illustration.
  - You can tell students they are going to write sentences / notes with that information.
  - You can ask students to cover the lower part of the page. On the board, write *Corpus Callosum...* Ask students to read the information and to tell you how to form the first sentence. Elicit the answer: *The Corpus Callosum is (made up / formed by) a band of fibers.* Elicit the second sentence: *It divides the brain into two hemispheres.* Then have students continue writing sentences. Monitor the activity and help when necessary.
7.  Work in pairs. Revise and order your sentences to write brief notes about the brain in your notebook.
- Have students revise their sentences and write brief notes in their notebooks. Ask them to check punctuation **and** spelling.
  - You could remind students that their sentences should be in the present simple tense. For this activity, it is advisable to help them form sentences in the passive voice when appropriate, e.g. *It (the cerebellum) coordinates voluntary movement and balance = Voluntary movement and balance are coordinated by the cerebellum.*

**Extra Support**

You could tell students they can use a comma and the connector **and** to join sentences. e.g. *The Cerebral Cortex is on the surface of the cerebrum, and it is responsible for complex brain functions.*

8.  Work in pairs. Now it is your turn to write notes about the diagram of the body system you made in Activity 8, page 109.
- For the purpose of working on this stage of the product, students work in pairs and prepare notes for the diagrams of the human body system they chose.
  - You can motivate students to be creative and think of different ways to present their notes: a chart, a mind map, a list of sentences, for example.
  - To support your students in the writing of their notes, monitor the activity and provide help when necessary.

**Suggested Answers**

**The Corpus Callosum** is (made up / formed by) a band of fibers. It divides the brain into two hemispheres. It transfers information between the hemispheres; **The Cerebrum** is the biggest part of the brain; **The Cerebral Cortex** is on the surface of the cerebrum. It is responsible for complex brain functions; **The Cerebellum** is at the back of the brain. It coordinates voluntary movement and balance; **The Brain Stem** connects the brain with the spinal cord. It controls automatic functions.

# STOP AND THINK about...

## ...language \_\_\_\_\_

- 1. Read the sentences. Look at the underlined words.**
- You can direct students to the sentences and focus their attention on the underlined words. Elicit what part of speech they are: *adjectives*.
  - You could have volunteers read the sentences aloud. Then write on the board, the regular form of the underlined adjectives: *amazing, large, intelligent, short*.
  - You can explain to students that we use the comparative and superlative forms of adjectives when we want to compare something or someone.
  - You might want to refer students to the *Language Reference Section* on page 180 for further explanation on comparative and superlative adjectives.
  - You can ask students to complete the sentences with the correct form of the adjectives.
  - You could try to copy the sentences on the board and have volunteers write the answers.

**Answers**

**a** bigger; **b** larger; **c** the largest;  
**d** smallest

- 2. Classify the words in the box into the table below.** LANGUAGE REFERENCE
- You can direct students to the words in the box and then elicit the part of speech they are: *nouns*. Explain that nouns can be countable, things that can be counted; and uncountable, things that cannot be counted.
  - You can go over each noun and elicit what type of noun it is. Then have students write the nouns in the correct space in the table.
  - You can have volunteers read the descriptions from the table. Explain that we do not use a or an before an uncountable noun, e.g. *Blood is red*.
  - You could refer students to the *Language Reference* on page 179 for further explanation and examples of countable and uncountable nouns.

**Answers**

**Countable:** artery, lung, nutrients, vein;  
**Uncountable:** blood, oxygen, water

- 3. Write C (countable) or U (uncountable) next to each noun.**
- You can have students identify the countable and uncountable nouns. Elicit answers.

**Answers**

**a** U; **b** C; **c** U; **d** U

**Poster Activity**

You could display image 7 from your teacher's CD. Review the name of the organs by testing your students' memory. You could organize this as a game-like activity. Ask student to look at the image for one minute and memorize the organs. Stop projecting the image and then give students another minute to write all the organs they remember on a piece of paper. The team with the most words (spelled correctly) is the winner.



# STOP AND THINK about...

## ...learning

1. Look at the diagram of the Digestive System. Find the mistakes in the names of some organs. Write the correct name on the lines.

- To start this activity, direct students to the diagram. Tell them that some organs are labeled incorrectly. Students will probably recognize the incorrect names, as they have already read about the Digestive System in Activity 5, page 109 and in the article *An Amazing Food Processor* in their Reading Book. You can ask students to work individually on this task and then compare their answers with another student. Elicit answers as a class.

### Answers

The label *Stomach* is pointing to the liver.  
The label *Liver* is pointing to the pancreas.  
The label *Pancreas* is pointing to the stomach.

2. Find and circle 3 mistakes (2 spelling mistakes and 1 punctuation mistake) in the text in Activity 1. Make the corrections in the text.

- Organize the class in pairs. You can refer students to the text in the diagram in Activity 1 to identify the mistakes. Students could use the editing marks they learn in Unit 2 to mark the mistakes: Circle the words incorrectly spelled and the incorrect or missing punctuation marks. You can copy the text on the board and have volunteers mark the mistakes and write the correct words and punctuation mark.

### Answers


**Spelling mistakes:** mauth = mouth, foot = food. **Punctuation:** The question mark at the end should be replaced by a period.

3. Read the second paragraph of the text and follow the instructions below.

- You can read the paragraph aloud and have students follow along. Then ask students to work in pairs and answer statements a and b. Allow enough time so that students can identify the unnecessary and the missing information.

### Answers



- a. The heart is also important.
- b. Sentences 1, 3, and 4 should be marked (✓).

4.  Work in pairs. With the help of your teacher, rewrite in your notebook the paragraph in Activity 3, adding and deleting information to improve the notes.

- You can now have students rewrite the text. Walk around the classroom, helping students to make the changes. Remind students that what they are doing is an important part of the writing process: editing; and these changes should improve a text. To check the answers, you can have volunteers write the sentences on the board until the paragraph is completed.

### Answers

*The heart is also important* should be deleted. Sentence 3 should be included after ... are important organs. Next to sentence 3, sentences 1 and 4 should be included. Sentence 2 is not to be included.

5.   Work in pairs. Now it is your turn to review the notes you have written for the diagram of the human body system you chose in Activity 8, page 109. Consider all the activities in this page, and with the help of your teacher, make the necessary changes to improve the diagram.

- You can organize students in their teams to edit their diagrams. Encourage them to check all the information they have, including the illustrations. Monitor the activity and provide help when necessary.


## GET AHEAD

### 1. Preparing

- You can allow students to work in pairs. Read the instructions aloud:  
**Go back to the pages of this unit to review the activities you have done to make a human body system diagram. Talk to your teacher if you need help to clarify the information you have.**
- You could ask students to focus on the activities they have worked on the different stages in the unit. You can explain to students that they can go back to the activities listed in the table. Allow time for teams to review the notes and illustrations of their diagrams, and to get organized before they present their diagrams to their classmates.
- You might organize the class in pairs. Allowing students to explore the activities in pairs and inviting them to discuss all the activities they carried out is a great way to invite deeper reflection on their achievements in this unit.

### 2. Presenting

- You can organize the order of the presentations.
- You can let students know in advance about the body systems that will be presented, so they can prepare a few questions to ask their classmates.


-  After each team's presentation, you can have the class ask the questions about the information and the graphic resources their classmates presented.
- As students present, you might want to take notes so you can give constructive feedback at the end. Use phrases like: *I noticed... Your diagram was well organized! You included relevant information about the system! Your notes were clear and well written! Your graphic resources were useful to understand the information!*

### 3. Reflecting on my Progress

- You can read the information together with the class to make sure everyone understands the task and its objectives. Students will probably need a few minutes to complete the activity. You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students perceive how they are doing, so that you can plan remedial activities.
- You can have students go back to the texts of the unit and the text *An Amazing Food Processor* in their Reading Book and have them identify sentences in the active and passive voices. Students might also create a diagram using modeling clay or if the resources are available, they might make a diagram using a computer and project it in class.

## reading CORNER


### GET READY TO READ!

-  Before students start reading the article *An Amazing Word Processor*, you might have them work in pairs to complete the information in the table. You might have students work with other students to compare all their answers.

### GET INTO THE TEXT!

- You can have students go through the pages of the text looking for the specific information that answer their questions or what they would like to know.
- You can organize students in small groups to discuss the answers to the questions.
- You can have students working individually on this task and then compare their answers with a classmate.

### GET TOGETHER

-  You can organize students in groups of three or four to create a diagram of the digestive process. They could add notes to the diagram in different formats: a mind map, a chart, a list of sentences. Then you can have students share their diagrams and vote on the best diagram.

#### Suggested Answers for task 2

1. Food enters the mouth, 2. Food is chewed, 3. Food is swallowed, 4. Food enters the stomach, 5. Food enters the small intestine, Food enters the large intestine.

## Reader

### Answer key

#### GET THE MAIN IDEA

Sentences 1 and 3.

#### GET THE DETAILS

1. It has to break down the food into smaller molecules that it can process. 2. The liver, the gall bladder and the pancreas. 3. To move and mix the food, and to push the food towards the back of the throat. 4. A few seconds. 5. To mix and mash together all the small balls of food that came down the esophagus and makes them into smaller pieces. 6. It is broken down more so that the body can absorb all the vitamins, minerals, proteins and carbohydrates. 7. water and some minerals.

#### GET THE WORDS

1. (to) perform, 2. amount, 3. stage, 4. sack, 5. (to) squeeze, 6. molecule, 7. harmful, 8. (to) remove.

## QUICK CHECK

- You can let students work individually on this page.
- You can read the instructions aloud for each part of the Quick Check.

---

### Answers

---

**Part 1:** liver, large intestine, small intestine, rectum.

**Part 2:** a ✓ a blood; b ✓ a nutrients;  
c ✓ an air

**Part 3:** a best; b faster; c the most intensive

---

## SELF-ASSESSMENT

- Together with the class, you can read all the statements in the self-assessment box. Make sure students are clear on every *I can statement*.
- To promote students' autonomy, you can ask them to reflect on the steps they might follow to improve their performance. Have them write their ideas. Elicit / give some ideas, for example, • *Revise the steps to select information* • *Follow specific steps to plan your presentation.* • *Learn appropriate language for presentations.* • *Use visual aids effectively.*

# UNIT 7

## Evaluation Instrument

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

This Checklist can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the chart. You might want to keep this instrument as evidence of your students' learning.

Achievements / Descriptors	Yes	Needs Improvement	No
<b>Revise and understand information about the human body systems.</b>			
Analyzes graphic and textual components.			
Identifies the relation between illustrations and text.			
Defines topic, purpose, and intended audience.			
Identifies new words.			
<b>Propose and answer questions about human body systems.</b>			
Formulates questions of writing and expression.			
Makes and answers questions to describe components.			
Asks clear and specific questions on word, illustration, text, text, lines, and tables and answers.			
Reflects and acts for their own and others' physical benefit.			
<b>Write notes to describe human body systems.</b>			
Writes and / or rewrites sentences to describe components, summarizing information from sources.			
Writes notes on the main ideas and supporting details.			
Organizes terms and descriptions in tables.			
Classifies by a criterion or descriptions based on a visual text.			
Orders sentences to compose notes and relate them to pictures.			
<b>Edit diagrams in teams and with the guidance of the teacher.</b>			
Promotes respect and collaboration in school work.			
Devises or plans an activity to improve the quality.			
Adjusts language according to purpose and intended audience.			



# Review Units 4-7

## Speaking

- You can read the instructions together with the whole class. Once students are organized, ask them to go back to Unit 4 and review all the activities they carried out as well as the notes they took in their notebooks.
- You can ask students to follow the instructions and explain to them that you will be taking notes of how the activity is progressing. Explain briefly the aspects you will be observing.
- You may use the scale template on page 128 to evaluate your students. You might get a photocopy for each student so you can keep it as evidence of their learning.
- You should consider the size of your class to organize the evaluation of speaking activities.
- Please bear in mind that the evaluation of grammar and vocabulary should mainly include the linguistic aspects covered in the unit where the topic was covered.

## Writing

- *You can read the instructions together with the whole class. Once students are organized, ask them to go back to Unit 5 and review all the activities they carried out as well as the notes they took in their notebooks.*
- *You can ask students to follow the instructions and explain to them that you will be taking notes of how the activity is progressing. Explain briefly the aspects you will be observing.*
- *You may use the scale template on page 129 to evaluate your students. You might get a photocopy for each student so you can keep it as evidence of their learning.*
- *You should consider the size of your class to organize the evaluation of writing activities.*
- *Please bear in mind that the evaluation of grammar and vocabulary should mainly include the linguistic aspects covered in the unit where the topic was covered.*

### Part 1

- 1 b
- 2 b
- 3 c
- 4 c

### Part 5

- a nervous
- b amazingly
- c wonderful
- d quiet

### Part 7

- a A
- b A
- c P
- d A
- e P

### Part 3

- a will store
- b are going to sell
- c will live
- d am going to move

### Part 6

- Circulatory:** arteries, heart, veins
- Digestive:** esophagus, large intestine, stomach,
- Nervous:** brain, nerves, spinal cord
- Respiratory:** lungs, nose, trachea
- Skeletal:** bones, ligaments, tendons

# Review Units 4-7

Name of student: \_\_\_\_\_

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

Mark (✓) the appropriate box.

## SPEAKING EVALUATION FORM

	Very good	Good	Not so bad
<b>Grammar and Vocabulary</b>			
• The student makes use of simple grammatical forms relevant to the communicative activities of the SP.			
<b>Pronunciation</b>			
• The student makes use of simple pronunciation strategies relevant to the communicative activities of the SP.			
<b>Communication</b>			
• The student makes use of simple communication strategies relevant to the communicative activities of the SP.			

Adapted from Cambridge Assessment Handbook

Name of student: \_\_\_\_\_

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

**WRITING EVALUATION FORM**

The writing is a creative work. The use of language includes a wide range of grammatical forms and a good range of vocabulary. The student sometimes makes use of cohesive devices. There are few spelling and grammatical mistakes. The reader can understand the text.

The writing is organized. The use of language includes control of grammar and a range of vocabulary adequate to the task. The student sometimes uses basic connectors to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.

The writing is not very well organized. The use of language is limited. There is a range of grammatical forms and a limited range of vocabulary. The student sometimes uses basic connectors to join ideas. Some spelling and grammatical mistakes occur. The reader has to make some effort to understand the text.

Adapted from Cambridge Assessment Handbook

# Term test 2

## Answer key

### Part 1

1. it's not my thing.
2. I can't stand it
3. I'm not a big fan.

### Part 2

1. c
2. b

### Part 3

Answer will vary but they should be written using will

**Part 4**

1 b

2 c

3 d

4 a

**Part 5**

a. The muscular and the skeletal systems.

b. Voluntary and involuntary.

c. The Nervous System.

**SOCIAL LEARNING ENVIRONMENT:** Recreational and Literary  
**COMMUNICATIVE ACTIVITY:** Understanding oneself and others.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Read comics to discuss cultural expressions.

Achievements	Teaching Guidelines	Evaluation Recommendations
<p>1. Select an appropriate comic strip to read and discuss in English.</p>	<ul style="list-style-type: none"> <li>Identify topic, purpose and intention of the comic.</li> <li>Recognize the main idea of the comic and its context.</li> <li>Identify textual features and their functions.</li> <li>Recognize the author's attitude.</li> <li>Apply the previous knowledge.</li> </ul>	<p><b>Collect evidence such as:</b></p> <ul style="list-style-type: none"> <li>Notes with ideas and analysis.</li> <li>Comments in the comic strip.</li> <li>Comments on the comic.</li> </ul>
<p>2. Interpret content in comic strips.</p>	<ul style="list-style-type: none"> <li>Analyze the function of comic panels, speech bubbles, sound effects, onomatopoeias, etc.</li> <li>Use different comprehension strategies (e.g. making questions about the content of the text, anticipate what follows, identify the explicit and implicit information, etc.).</li> <li>Recognize behavior and values expressed in texts and comic panels.</li> <li>Identify and share reactions (ideas and beliefs) to a text.</li> <li>Compare own ideas and beliefs with those represented in comic panels and texts.</li> <li>Value cultural diversity.</li> </ul>	<p><b>Final product:</b></p> <ul style="list-style-type: none"> <li>Comic strip.</li> </ul> <p><b>Suggested evaluating instrument:</b></p> <ul style="list-style-type: none"> <li>Self-evaluation and peer evaluation.</li> <li>Form.</li> </ul>
<p>3. Exchange ideas with others about the opinions or ideas expressed in a discussion.</p>	<ul style="list-style-type: none"> <li>Recognize others' attitudes and standpoints.</li> <li>Relate own ideas with arguments based on evidence.</li> <li>Question others' opinions and arguments using appropriate questions.</li> <li>Express own system of views and opinions, using the appropriate language.</li> <li>Make one's own case explicit.</li> <li>Use appropriate language to justify one's view.</li> <li>Make one's own case explicit and defend the initial position.</li> </ul>	

# GET GOING

## Lead-in

You can direct students to the opening page of the module and ask them to read the opening question and discuss it in pairs or groups. You can have them share ideas with other classmates and elicit a few answers. You can then introduce the topic of the unit.

## GET GOING!

### 1. Look at the covers and choose the best option.

- You can start by having students look at the pictures and then ask: *Do they look familiar? Why?/Why not?* Elicit a few answers.
- You can read the instructions and the options to the class. Elicit the correct answer.

**Answer**

1 c



- You can discuss with the class the topic of each of the comic books.

### 2. Analyze the covers and choose the comic that is more likely to be about...

- You can ask students to individually analyze the pictures, read the question and choose the correct answer.
- You can have them compare their answers in groups and then check as a class.

**Answers**

1 a; 2 c; 3 b

-  Page 127  At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book. After exploring the title and the initial image with them, ask them to solve the section "Get Ready to Read" on page 138 of their student's book. They can do this working in pairs.

### 3. Read the comic strip and mark (✓) the correct summary of the story.

- You can have the students read the comic in silence and individually, and then ask them what the intention of the author is. Ask: *Is he trying to be serious or funny? (funny) How do you know?* (the type of drawings, what happens at the end).
- You can read the two summaries aloud for your students. Clarify vocabulary if necessary.
- You can give students time to choose the correct summary and compare their answers with a classmate.
- You might want to check answers as a class.

**Answer**

1

- You can have students tell you what elements in the comic strip lead them choose their answer.

## GET GOING

**4. Write the letter(s) of the panel(s) in the comic strip that show(s)...**

- You can have a volunteer student read the instructions and the options for the rest of the class.
- You can organize the class into pairs and have them complete the activity.
- You might want to check answers as a class.

**Answers**

**1** f; **2** e; **3** h; **4** a, b, c, d; **5** a, b, g

**5. Mark (✓) the topics that are mentioned or that can be seen in the comic strip.**

- You could explain to students that all texts carry more than just a simple message, there is normally cultural information contained, because authors are people and all of us are influenced by the culture around us.
- You can read the options aloud to the class and have them notice the values or cultural information that can be part of a text. Ask if they know about *April Fool's Day*. Elicit answers.



- **Note:** April 1st is a day celebrated in different western countries where jokes and pranks are played on people. The origin of the tradition seems to be unknown. Although this is not an official holiday, people in the media may participate by publishing strange or unusual pieces of news. This is interesting cultural information you can share with students and invite them to learn more about it.
- You can have students complete the activity in pairs and then check answers as a class asking volunteer students to explain what information in the comic strip helped them choose each option.

**Answers**

1, 2, 4 (information that supports the answers is: 1 The dialogue in panel g referring to April Fool's Day, 2 Friends have presents in panels f and g, 4 We can see Ducky cleaning his house in panels (a-d).



## GET GOING

7.  Look at the comic strip again. Work in small groups and discuss: *Why is Ducky waiting for his friends? What do you think happened before panel a? What do you think happens after panel h?*
- You can divide the class into groups of four or five and have them read the instructions together and discuss the questions.
  - You can have groups brainstorm ideas, creating phrases or dialogues that could be said before and after the story.
  - You can tell them to take notes of their ideas in their notebooks as they will need this for Activity 8.
8. Use your ideas in Activity 7 to draw two panels for the comic on page 128. Use speech bubbles for dialogues if you need to.
- You can tell students to work individually for this task and use the ideas they got in Activity 7 to draw the panels.
  - If students don't feel confident drawing, you could suggest using stick figures. On the board, show a few easy examples of stick figure ducks for them to use as a model.
  -  You can have students work in teams of four or five to share their drawings and talk about why they think the beginning and ending they chose is possible.
9. Mark (✓) the values the comic illustrates.
- You can write the words value and topic on the board and ask students to give you a definition for each (*values are principles or standards of behavior, a topic is the theme or the subject of a text*).
  - As students already talked about the topics in the comic, you can tell them that now they will have to identify the values illustrated in the comic.
  - You can have students complete the activity individually. Ask them to compare in pairs and then check answers as a class.


---

### Answers

---

1, 2, 4

---

-  You can have students write notes in their notebook. You can tell them their notes should explain why the writer is showing that particular value. For this, you can guide the class to write together a first example along what you all think, something like: *I think the comic promotes spending holidays with friends because at the end, the other two birds go to someone else's place, not to their family.*

# STOP AND THINK about...

## ...language

**1. Match the following speech bubbles with their function.**

- With their books closed, you can ask students if they know what a *speech bubble* is (the space in a comic used to write what the character is saying).
- You can ask a volunteer student to draw one speech bubble on the board that says "Thank you!" Then ask the class, what if my character is suffering and is expressing pain? *What does my character say?* Elicit a sound for pain in English (*Argh!*) Have another volunteer write the sound on a speech bubble asking them if the shape of the bubble would be the same or different.
- You can ask students to open their books to page 130. Read the instructions with the class and have students complete the activity individually.
- You might want to check answers as a class.
- You could try to lose this activity by asking volunteers to write other expressions or sounds they may have seen in comics in English or give them a few examples (like *sigh!* for relief or resignation, *Pow!* for a blow or punch, *Boom!* for an explosion, or *zoom!* for someone or something who goes fast).

**Answers**


1 b; 2 e; 3 a; 4 c; 5 d

**Poster Activity**

You could display image 8 from the CD and ask students to work in pairs to decide what each speech bubble should say. You could organize class feedback so that teams can share their ideas with the whole class.



## ...culture

- 1.  Read the comic strip on page 128 again and discuss in small groups: *Where do you think the author is from? What information in the comic gives you clues***


**to reach that conclusion? Which countries or cultures celebrate Christmas?**

- You can divide the class into groups of four or five. Read the instructions aloud for them and tell them to look for clues in the text to find out the information to answer the first two questions. Tell them that by discussing which countries celebrate *Christmas* in a similar manner as it is illustrated they can infer the answer to the second question.
- You might want to check answers as a class.


**Possible answers**

Students may be able to recognize that the of the author does not sound British or from the Americas. Besides his name, we know that because he mentions *April Fool's Day* and *Christmas*, one can come to the conclusion that he is from a western country. He is actually from Poland.

**Note:** Culture can be defined as a way to see the world or understand reality. The way we talk to others, the way we greet people, carries cultural information. In the same way, writers reflect their cultural knowledge and values when they write. Readers should be aware that they will not always share the same cultural background as the writer. When reading comic books (or any text) readers should be aware of cultural content and adopt a critical perspective. This can translate as: we should prepare students to recognize the cultural information in texts and understand it, before they judge.

- After students have discussed their answers, you can direct their attention to the *Culture Stop* box and remind them that most texts carry cultural information.
-  At this point you might want to make sure your students have read the story in their Reader Book. Ask students to solve the section "Get into the Text" on page 138 of their student's book. They can do this individually and compare answers in small groups. With that group, they can continue to discuss the topics suggested in the section "Get Together".


## GET MOVING

1.  Read the following comic strip and answer the questions.
- You can ask students to read the comic in silence.
  - You can ask the class: *What was the intention of the author? Was he/she trying to be funny, serious, or dramatic? (funny)* Ask them if they found the comic funny or not and why.
  - You can have students answer the questions in this activity individually and then compare in pairs.
  - You might want to check answers as a class.

### Answers

- 1 they are probably friends;  
 2 Xolo's; 3 He was trying to be friendly;  
 4 He took the phrase literally

TRACK 22

2.  Listen to two friends talking about the comic strip. Circle the correct answer.
- With their books closed, you could tell students they will hear a conversation, they have to tell you how many speakers there are and if they are men or women.
  - You can play the first few lines of the audio and elicit answers. (Two friends, a boy and a girl).
  - You can tell students to open their books and read the instructions and the questions in silence.
  - You can play the audio once for students to answer individually. Play the audio once more if necessary. Have them compare answers with a classmate and then check answers as a class.

### Answers


- 1 a; 2 b; 3 b; 4 c; 5 c; 6 a

### Critical Thinking

You could highlight the fact that the phrase "Mi casa es tu casa" does not have a literal translation in English as it is a cultural expression. Invite students to think of other similar phrases. These will normally be sayings or popular wisdom like *En boca cerrada no entran moscas*. Tell students that there are also sayings in English that cannot be translated literally. You could ask students: *Where and how could we learn about expressions like this in English?* Allow students to think as a group and guide them towards discovering that, besides their English class, there are books and online material where they can learn phrases like that.

## GET MOVING

### 3. Read the dialogue and write the highlighted phrases in the correct column.

- You can give students a couple of minutes to read the dialogue in silence.
  - You can have two volunteers read the dialogue aloud for the class, as if they were acting it.
  - You might want to direct students' attention to the highlighted phrases and ask what they have in common (most of them are phrases to express opinions).
  - You can read the titles of the boxes below for the class.
  - You can divide the class into pairs and ask them to organize the phrases in the correct space.
  - You can have pairs compare their answers with others.
  - You could try to copy the table on the board and ask volunteer students to read the first phrase (*It's so funny!*) to you. As they read it to you, write it in the correct space. Ask students to check if they wrote this phrase in the correct space.
  - You could continue in the same manner until they have read to you all the phrases.
- You can tell students to check the *Language Reference* on page 180 for further ideas.
  - Direct students' attention to the last phrase in the dialogue (*Let's agree to disagree*). Ask them what they think it means. Accept all ideas at this point.
  - You can ask a volunteer student to read the information in the *Get Smarter!* box and tell the rest of the class to listen and check if their ideas for the meaning of the phrase *Let's agree to disagree was correct*.
  - You could explain to students that discussions are a very good way to exchange ideas and learn from others, but that discussing a subject or reaching an agreement doesn't always mean you have to adopt someone else's ideas.
-  **Work with a classmate, practice reading the dialogue together. Change roles.**
  - You can have students take turns to role play the dialogue, encourage them to use the correct intonation while doing it.

### Answers

**Expressing an opinion:** It's so funny! The dogs are cool!; **Explaining and opinion:**

That's why I think, What I mean is;

**Disagreeing:** I don't agree with you, I don't believe; **Asking for explanations:** Why?, Do you mean...?



# GET MOVING

**4. Read the comic on page 131 again and finish the sentences with your opinion. Use the words from the box to give your ideas.**

- You could start by reading the adjectives in the two boxes with students making sure they understand the meaning. Ask questions to check the concept like: *What is the name of a clever famous person? What is the opposite of boring? What is another word for silly? etc.*
- You can tell the class that these adjectives can help them express their opinions about a comic and its illustrations. Elicit from the class other possible adjectives they can use and write them on the board (e.g. *innovative, unusual, dark, sad, original, well/badly written, different, etc.*)
- You can ask students to read the comic again and then complete the sentences individually.

## Answers

Answers will vary.

-  Work in small groups. Express and explain your opinion. Listen to others and agree, disagree with what they say. Ask for explanations or clarification of ideas.
- You can divide the class into groups of four and ask them to share their opinions. Ask students to be prepared to ask their classmates questions about their opinions. Encourage the use of phrases from the table in Activity 3 page 132.
-  Whether your students are using the comic from their Reader Book or another option, this would be a good point to ask them to reflect on its contents and prepare a list with notes on their opinions. This can be an individual task or an activity in pairs eher they negotiate their joint opinion.

### Poster Activity

You could use image 8 from the CD. Ask students to work in groups to take notes on their opinions on the comic (encourage them to consider illustrations and content) and then have a short discussion in teams of three to practice expressions to agree or disagree that they have seen so far.




**5. Think about the work you have done so far in this unit and finish the sentences below.**

- This activity invites students to reflect on their progress and it can be a great opportunity for you and your students to find out what goals have been met and to identify areas of improvement. You can read instructions with the class to make sure everyone understands what the task is about.
- If you decide to give examples, you can write on the board simple alternatives to guide them like:  
1 I now understand...cultural information on readers, the main idea in a comic, etc. 2 Understanding comic strips or panels is...fun, easy, difficult, impossible, etc. 3 Recognizing values and cultural information in comics is... fun, easy, difficult, impossible, etc. 4 Expressing my opinions about comics is... fun, easy, difficult, impossible, etc.
- It is advisable to encourage the class to go back to the activities that have completed so far so that they can identify the best way to complete the sentences.
- You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students perceive they are doing, so that you can plan remedial activities like reading more outside the class or finding simpler texts for them.

### Extra Activity


You could invite students to work in groups and "rewrite" the comic. Tell them to imagine the situation now is two foreigners with a person with your community ordering food at a local restaurant / food stand. What questions from the vendor would be confusing for foreigners and very normal for locals? Would the situation be funny too? Yu could have students draw a draft of the new version of the comic and share it with the class.

# GET MOVING


6.  Analyze the cultural information in the comic panel in Activity 5. Write your opinion about the ideas in the first column.

You could start by writing the word *Stereotype* on the board and elicit a definition from students. You could explain that stereotypes are pre-conceived ideas that usually have little or no justification. Tell them to be prepared to explore stereotypes when they discuss the following comic panels.

- You can read the information in the table and ask students if the comic panel shows the ideas listed in the first column and how the comic shows this. (e. g. *There is a boy who says "Welcome to America" so they are in the US. The place in the cartoon looks like a fast food place, and those are common in the US*).
- You can ask students if they believe this is true and why. Accept all answers at this point and tell them to write what they believe under the column "My opinion".
- You can have students finish this part.

-  **Work in pairs and complete the second column of the table with your classmate's ideas. Ask about reasons for the answers.**

- Once students finish completing the information, ask them to work with a

-  **Prepare a list with notes on the ideas and beliefs contained in the comic of your Reader Book (page 101).**
- If there are comics in English available to your students, you can ask them to choose one in groups, bring it to the classroom and work with it for the portfolio activities (and the Get Ahead! Lesson). If this is not the case, use the comic in your Reader to have groups write the notes as indicated in the instruction. Invite students to review the content before they write questions for others.

7. **Read the comic panel. Then answer the questions.**

- Pre-teaching words on options for a sandwich can help for better understanding of the comic. Ask students, *if I want to eat a sandwich, what is the difference between having it warm or toasted? What types of bread do you know? What vegetables can I use? Is ham always the same?* As they give you different answers for these questions make sure they understand the words *warm, toasted, wheat, wholegrain, brown bread, pickles, onions, and lean ham*. Consider asking students to read the comic individually and just watch their reaction. After they have read ask about that reaction: *Were you amused? Confused? Entertained?* Elicit some answers and then give students time to answer the questions...
- Have students compare answers in pairs and conduct a class discussion on how funny the cartoon is.
- Ask students if they could find a place like the one in the picture near where they live. Ask: *How similar or different is the situation in the picture to something we've had an experience?*
- Working in pairs, students can discuss the questions in the Activity. You can also have a class discussion for this.
- Compare answers in small groups. Discuss the reasons for the differences.

### Critical Thinking

You could ask students to reflect on the stereotypes people believe in. Ask: *What do you know about people from other countries? How do you know that? How good/bad is it to generalize about others? Accept all answers and guide them to realize that we have to be very critical about pre-conceived ideas.*

classmate and hold a discussion following the instructions.

- As they listen to each other, students could fill in the third column of the table with their classmate's opinion

### Answers


Answers will vary

**STOP AND THINK about...**...*language* \_\_\_\_\_


1. Mark (✓) the phrases that show the person is interested in the opinion of the other.
  - You can direct students' attention to the *Get Smarter!* box on the side. Read the information aloud for the class. Ask for an example of a question that shows you are interested in what someone else is saying.
  - You can read the instructions for the activity with the class and ask them to complete it individually.
  - You can have students compare their answers in pairs and then check as a class.
  - You might want to make sure that students understand that it is not wrong to express your opinion as in options c and d, but that these two options could end a discussion or make it difficult to continue if they are not used carefully.

**Answers**

a; b; e


-  **Choose one of the comic strips from the unit and practice the expressions with a classmate.**
- You can ask students to work with a classmate and hold a discussion following the instructions.

...*self* \_\_\_\_\_

7.  **Work in small groups. In your notebooks, brainstorm and write a list of questions you can ask each other when discussing ideas in comic strips.**
  - You can direct students' attention to the speech bubbles at the bottom of the page and ask: *What are these questions for?* (To know more about someone else's ideas) Guide them to notice that by asking questions like these, a discussion can become more interesting.
  - You can have students copy these questions in their notebook and work with a classmate to add more questions to the list.

## STOP AND THINK about...

### ...being together

1. Match the tips for group discussion with what a student might say in options a-e.
  - You can tell students that there are ideas to make discussions productive and fair, like the ones listed in 1-5. Read the tips aloud for the class.
  - You can tell students to imagine a student that wants to follow these ideas. Ask: *What does this person tell his/her classmates?*
  - You can have volunteers read options a-e aloud, and ask learners to complete the activity individually
  -  Compare answers with a classmate. Discuss: *How do these tips help a group discussion be effective?*
  - You can divide the class into pairs and ask them to compare answers and discuss the question. You might want to check answers as a class.

#### Answers

1 c; 2 e; 3 d; 4 a; 5 b

- You can ask students: Are these good tips? Why? Accept all answers and then tell them the tips are written with the intention to make a discussion productive and fair.
- You can ask students if they have ever participated in online discussions. If they have, encourage them to share their experience. Ask: *Are the discussions productive? What happens when someone is rude or inappropriate?* If they haven't experienced this, describe what an online discussion is like and/ or compare them to chat discussions on smartphones.
- You can read with them the information in the *IT Stop* box and elicit a few ideas for the question there.
- You could suggest to students to review the online discussion rules in the *Digital Skills Summary* at the back of their book (page 186).

### ...learning

1. Look at some useful strategies for reading a comic strip. Write the number of the page and activity in which you used them.
  - You can tell students that so far in their book they have used different reading strategies. Elicit a couple of reading strategies they have used so far (they might mention "predicting content" or "analyzing title"). Accept all ideas.
  - You could try to go over the strategies in the box clarifying vocabulary if necessary.
  - You can divide the class into teams of three and have them find at least two examples for each strategy.

#### Possible answers

1 Act 1 page 127, Act. 4 page 128, Act. 5 page 133; 2 Act 4 page 127, Act 1 page 131, Act: 5 page 133; 3 Act 6 and Act 7 page 129; 4 Act 5 page 128, Act 8 page 129, Act 1 page 131





## GET AHEAD

### 1. Preparing

- You can start by having students work in groups of 4 or 5. Read the instructions in this section. together with the class.
- If students conducted research and found another comic to talk about, they should use their ideas in this part. Ideally, they would have the comic at hand so that you and all the members in the group can look at it to clarify or demonstrate a point. If this is not the case, students can use the information they have developed in the portfolio activities using the comic *Knights and Dragons* from their Reader Book.
- You can tell students that this project is about conducting a discussion, so rules have to be clear.
- It'd be good idea to encourage them to decide on the rules everyone has to follow.
- Students decide who moderates the discussion and the role this person will play: making sure everyone participates, interrupting long interventions politely and helping the group moving on to a different point after some time.
- Students might also decide on the maximum time for continuous participation, to make sure everyone will have time to speak and share ideas.

### 2. Presenting


-  Ask groups to get together and hold a discussion on the ideas about the comic they read.
- You might want to remind students to take notes of their agreements and disagreements as the conversation progresses.
- It is advisable to monitor the discussion and take notes on students' performance (individual and in groups). Consider the formative aspect of feedback and, at the end of discussions you can report to the class something like: *Group [1] made sure everyone participated by... A very effective question I heard from group [2] was... etc.*
-  Groups may share some of the notes they took with the rest of the class.  
**NOTE:** The evaluation instrument for this unit can be used here.

### 3. Reflecting on my Progress

- The aim of this section is for students to reflect on the product they have created and to gain awareness of the work throughout the unit that has brought them to this point.
- You can read the information with the class to make sure everyone understands the task and its objectives. Students will probably need a few minutes to complete the activity. Monitoring would help here to gain a sense of what their perception of their own progress is.
- Allowing students to compare their answers in pairs, inviting them to discuss the reasons behind each selection is a great way to invite deeper reflection on progress.
- Offer help and support to students who seems to consider their progress is slow.

## reading CORNER

### GET READY TO READ!

-  Before students start reading the comic story *Knights and Dragons: Legends* in their Reader, you can have them work in groups to discuss the questions.
- You could conduct class feedback to give a few students an opportunity to share their opinions with the whole class. Ask the class: *Does someone in your group like a different/unusual/original type of comic?*

### GET INTO THE TEXT!

- You can tell students to read the comic and take notes on different parts as required in the table.
- Once they have finished reading and their table is completed, you can tell them to work in groups of 4 or 5 to discuss the information they wrote.
- You might want to encourage them to conduct a discussion following the tips and rules they have seen in this unit.

### GET TOGETHER

- You can have students work in groups to decide on the order of the different elements.
- You can divide the board into as many sections as groups you have and have each group write the elements in the order they decided in one of the spaces.
- You can conduct a class discussion giving each team an opportunity to explain their ideas and inviting individual students to ask questions about decisions to other students/groups.

## Reader

### Answer key

#### GET THE MAIN IDEA

1. His name (Fredo, or Alfredo) and his level of experience in the game (not much).

2. Answers will vary.

#### GET THE DETAILS

1. b, 2. a, 3. c, 4. a

#### GET THE WORDS

1. a, 2. b, 3. c

**QUICK CHECK**

- You can have students work individually on this page.
- You can read aloud the instructions for each part of the Quick Check.

**Answers**

**Part 1:** 1 c; 2 a; 3 d; 4 b

**Part 2:** 1 thought bubble; 2 character;  
3 speech bubble; 4 sound, 5 panel

**SELF-ASSESSMENT**

- You might want to remind students of the general aim of the unit which is reading comics to discuss cultural information. Ask the class if they believe that can read comics in English and understand some of the cultural content they contain. Explain to students that the statements in the self-assessment box all relate to the overall aim.
- You can read together with the class all the statements in the self-assessment box. Make sure students are clear on every *I can statement*.
- You can explain the meaning of each heading:
  - I get it** = I can do this with no problem.
  - I almost get it** = I can do this but sometimes I have some problems to do it.
- **I need more work to get it** = I can't do this, or I find this very difficult to do.
- To promote students' autonomy, you might want to ask them to reflect on the steps they might follow to improve their performance. Have them write their ideas. Elicit / give some ideas, for example, • *Read more comics in English.* • *Having discussion in English more often.* • *Trying online discussions on topics I like.* • *Pay more attention to cultural content.*
- You can have students read the recommendations at the end of the page, and invite them to go back to the sections they found out to be the most challenging to review content.
- Consider using the evaluation instrument on the following page to give students feedback on their performance and give them recommendations on how to keep up the good work and how to improve in areas of opportunity.

# Evaluation Instrument

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Use this Self-evaluation and Peer Evaluation card to identify if the achievements of this unit have been covered. Fill in this page after a group discussion and give it to your teacher. Write the names of the members of your group in the numbered boxes. Grade your performance according to the scale in the first column. Then grade the performance of your classmates.

	Scale	1	2	3	4	5	6	7	8	9	10
	Me	Student 1	Student 2	Student 3	Student 4						
1	I can understand and explain each part of the comic.										
2	I can recognize and understand visual elements in the comic.										
3	I can recognize and understand information in the comic.										
4	I can share opinions on the content of a comic.										
5	I can listen to others' opinions on the comic.										
6	I can invite others to participate by asking questions.										


**SOCIAL LEARNING ENVIRONMENT:** Academic and Educational  
**COMMUNICATIVE ACTIVITY:** Exchanges associated with specific purposes.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Present information about linguistic diversity.

Achievements	Teaching Guidelines	Evaluation Recommendations
1. Search for information	<ul style="list-style-type: none"> <li>• Formulate a list of questions to be solved in their presentation.</li> <li>• Define criteria and to search for relevant information.</li> <li>• Evaluate the reliability of the selected information sources.</li> <li>• Describe information sources and indicate which tasks are to be undertaken.</li> <li>• Use strategies for finding information.</li> </ul>	<p><b>Collect evidence such as:</b></p> <ul style="list-style-type: none"> <li>• Interview report form</li> <li>• Questionnaire</li> <li>• Collection of samples of presentation</li> <li>• Analysis with information and responsibility for</li> <li>• Evaluation</li> <li>• Sample evaluation</li> </ul>
2. Read information	<ul style="list-style-type: none"> <li>• Define purposes for reading.</li> <li>• Relate previous knowledge to the text.</li> <li>• Detect frequently used words to articulate general sense.</li> <li>• Use reading strategies.</li> </ul>	<p><b>Final products</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> </ul>
3. Rehearse elements of presentation	<ul style="list-style-type: none"> <li>• Prepare notes and organize their resources. Plan a sequence of their presentation.</li> <li>• Classify and organize purposes, resources (e.g. samples, activities, reality).</li> <li>• Clarify the general objective.</li> <li>• Review and check for non-verbal language.</li> </ul>	<p><b>Suggested evaluating instruments</b></p> <ul style="list-style-type: none"> <li>• Evaluation Rubric</li> </ul>
4. Giving a presentation	<ul style="list-style-type: none"> <li>• Make explicit references to the topic and questions of the investigation.</li> <li>• Combine oral interaction with graphic resources and the use of notes to aid their memory.</li> <li>• Use expressions to bring up a topic.</li> <li>• Summarize or extend information to clarify ideas.</li> <li>• Invite the audience to formulate questions or make comments.</li> <li>• Confirm or clarify ideas.</li> <li>• Consolidate their strengths in the use of English.</li> </ul>	

# GET GOING

## Lead-in


You can direct students to the opening page of the module and ask them to read the opening question and discuss it in pairs or groups. You can have them share ideas with other classmates and elicit a few answers. You can then introduce the topic of the unit.

-  **Look at these pictures. In pairs, discuss:**
  - You can read the instructions and the questions aloud. Have students look at the pictures and then discuss the questions in pairs. Elicit students' answers.

### Possible Answers

They are reading / looking for information. Students are in the school / at the library / in the computer lab.

TRACK 23

-  **Listen to a conversation. Answer the questions.**
  - As this listening task is aimed at having students identify the general idea of the conversation, you can ask them to pay attention to the speaker's intonation, so that they can identify key words.
  - You can read the instructions and questions aloud. Tell students they will listen to the audio, focusing only on identifying the information that answers the two questions. Play the audio once. Have students write their answers and then compare them with a classmate. Elicit the correct answers.


### Answers

**a** At school, in a classroom; **b** A teacher and students.

## Extra Support

Before doing the listening activity, you could copy the two questions on the board. Underline *Where* and *Who*. You could elicit from students what these question words refer to: *Where* = a place, *Who* = a person or people.

- TRACK 23 **Listen again and number the steps to do research in the correct sequence.**



- You can have a volunteer read the instructions aloud. Elicit / give a synonym for *research* = *investigation*.
- You can go over the four steps. Play the audio, pausing after each piece of information to give time to students to write the answers. Play the audio a second time for students to confirm or complete their answers. Then ask students to compare their answers in pairs, and check as a class.

### Answers



**a** 1; **b** 3; **c** 2; **d** 4

- Match the columns to complete the definitions.**

- You can direct students to the information in the columns. Have them match the information in pairs. Then check the answers as a class. Make sure students are clear on the meaning of *narrowing the topic* = *set limits on the topic to research*.

### Answers

**a** 3; **b** 1; **c** 2

-  Page 114  At this point you can invite students to start reading the text that corresponds to this unit in their Reader Book. After exploring the title and the initial image with them, you can ask them to solve the section "Get Ready to Read" on page 153 of their student's book. They can do this working in pairs.

## GET GOING

### 5. Read the teacher's notes for the students. Answer the questions below.

- You can ask a volunteer to read the instructions. Then direct students to the notes that the teacher from the conversation in Activity 3 gave his students. Elicit / give the meaning of these words from the Notes: *blog* = a website where a person writes about topics they find interesting, *software* = programs used on a computer, *reliable* = can be trusted.
- You can ask students to read the notes individually and then answer the questions. Have students compare their answers before your check as a class.

#### Answers

**a** print and electronic or e-sources; **b** electronic or e-sources; **c** reliable; **d** library

- You can direct students to the IT Stop. You could explain to them that they can find information that might help them for their research. You might also refer students to the "Digital Strategy" for Unit 5 in the *Digital Skills Summary* and read the recommendations for a safe use of the Internet.

### 6. Complete the sentences below with the elements of a text.

- You can read the instructions and the words in the box aloud. Have volunteers read the sentences, pause after each one, and elicit the correct answer from the class.

#### Extra Support

You could model pronunciation of the elements of a text, and do some choral repetition. The names of some elements are similar in Spanish. To prevent interference from Language 1, as you pronounce the words, focus on the stressed syllables (underlined): bibliography, footnotes, glossary, index, headings.

- You can ask students to find the elements in a textbook from another subject: e.g. *Spanish*, *Science*, etc.

#### Answers

**a** index; **b** headings; **c** footnotes, **d** bibliography; **e** glossary

#### Extra Activity

You could have students look at the bibliography of other subjects from their textbooks and different types of sources: *books*, *websites*, *articles*, etc. and then identify relevant information such as the year of publication, name of the author(s), etc.

- Once students are clear on what they have to do, organize them in pairs and ask them to choose one of the topics to research.
- On the board, write the wh-words to help students make their questions. Demonstrate by choosing a topic and eliciting one or two questions, for example, *Languages in America*, *How many languages are there in America? When did people start to speak Spanish?* and so on.
- Monitor the activity and provide help when necessary. Three or four questions should be enough, as students will share their questions later.
- Then ask students to refer to the teacher's notes from Activity 5 and discuss which resources they could use to find information about the topic they chose. They should think of three or four specific resources at least and write their ideas in their notebooks. Encourage students to share with the rest of the class their information: topic, questions, and sources.

#### Critical Thinking

You could talk to students about these statements from the teacher's notes. Make sure your sources are reliable, and traditional research should supplement your internet research. Ask: *What are reliable sources? What does the teacher mean by traditional research? Why should traditional research supplement internet research?* You could elicit students' answers. Possible answers: *reliable sources = safe websites, websites that provide correct information, traditional research refers to print sources like books, it should supplement online research because it improves it, you can find information in books that may not be available on the internet, information in books is often more reliable than sources on the internet.*

**GET GOING**

- 7. A student wrote some research questions for her presentation. Read the text and mark (✓) the questions that can be answered with the information in it.**
- You can read the instructions together with students. You might remind students what research questions are about: asking what you want to know about the topic.
  - You might read the questions or have volunteers read them aloud. The objectives of this activity are two: first, that students practice their reading skills as they look for specific information, and second, that students get familiarized with the formulation of research questions before they make their own for their research.
  - Depending on the profile of your class, you might have students read the text aloud, or read it in pairs. You can encourage students to underline or highlight key facts as they read the text.
  - You can check answers as a class and encourage students to say the section of the text where they found the answers.
- 8. Work in pairs. Investigate one of the topics below or add any other you choose related to linguistic diversity.**
- You can tell students that this activity will be the first step in preparation for their oral presentation.
- Students might choose of the topics suggested or one of their own. Once students have decided on what to research, they should formulate their questions. You can direct students to the research questions in Activity 7 to use them as a model. You might ask students what all the questions have in common: they are all *wh-questions*: Encourage students to formulate open-ended questions (*wh-questions*) for their research.

---

**Answers**

---

Except for questions 4 and 6, all the research questions can be answered from the information in the text.

---



**STOP AND THINK about...****...self** \_\_\_\_\_**Strategies for Note-Taking**

- The objective of this activity is that students identify and reflect on the importance of note-taking when doing research.
- You can go through the information in the organizer. You might want to explore together with the class the information so you can explain any doubts or you might have students explore the information on their own and then working with the whole group, clarify any doubts.
- As you go through the sections of the organizer with the class, you might want to encourage them to share which of these strategies they already follow. Encourage students to give you examples of what they do in other subjects they study.
- It'd be a good idea to make strong emphasis on the importance of referencing their work. You could explain what "plagiarism" is = to copy another's ideas and pretend they are your own. Talk to them about how easy it is to detect plagiarism on the Internet.

- Finally, you could explain that how to make references of sources of information as you go over the information of the last box in the organizer.
- You can organize the class in small groups and ask them to discuss the questions about the strategies and their importance.

**Extra Activity**

In their notebooks, students could make a chart that includes the strategies they find most useful for all the subjects they learn. You could ask them to add a strategy they have not tried with specific subjects. You're advised to encourage students to try new strategies to develop their learning skills.

## GET MOVING

1. Read the text. Look at the underlined sentences. Complete the statements below.

- You might read the statements aloud or ask a volunteer to do it. If you think it is necessary, explain to students the concepts of main idea (the idea that expresses what the text is about) and supporting idea (the idea or ideas that are closely related to the main idea).
- You can ask students to read the text individually and then focus them to the underlined sentences. It might be a good idea to have them in pairs discuss their answers and the reasons for them.
- You can elicit the answers from the whole class:

### Answers

- a** South America is one of the most linguistically diverse areas in the world.  
**b** One reason for the linguistic diversity of South America is its geography.

2. Work in pairs. Based on the topic you decided to research in Activity 8, page 144, think about three or four sources of information to investigate.

Consider the following points:

- You can read the instructions aloud to the class. You might elicit the types of sources of information they read about in Activity 8.
- You can go over the points, one by one, and clarify any doubt your students might have. You can remind them that they should record their sources of information in their notebooks.
- You can read together with the class the note in Get Smarter. Remind them of the meaning of key words = important words in text, words that carry information.


### Extra Activity

You might have students in pairs take turns to read the text aloud. One student starts reading and stops when the sentence ends; then the other continues until both have had the opportunity to read aloud the whole text to each other. This activity can help students develop their confidence with speaking English in class.

### Critical Thinking

On the board, you could write this question: *Why do we speak so many different languages?* Organize class in small groups and have them come up with ideas. You could elicit a few and help students back up their ideas. Note: *It seems that environmental, social, and geographic conditions correlate with the number of languages found in various locations.*


# GET MOVING

4.  Look at the pictures. Discuss in pairs. *Where are the students? What are they doing?*



- You can start by directing students to the pictures and have them discuss in pairs where the students are and what they are doing. Elicit the answer.

Possible answers: The students are at school, in their classroom giving a presentation to their classmates.

TRACK 24

5.  Listen to two students giving a presentation. Write T (True) or F (False) for each student.

- You could have a volunteer read the instructions. Go over the list of statements in the table. Tell students that they will listen to the audio and focus only on if the students mention the information in the table. Explain that they will listen to one student, and then to the second one.

-  Page 114  At this point you might want to make sure your students have read the story in their Reading Book. You can ask students to solve the section *Get into the Text* on page 153 of their student's book. They can do this working in small groups.
- You can play the audio once and have students write their answers as they listen. Play the audio a second time and then have students compare their answers. Check answers as a class.

**Answers**

S1 a T; b F; c T; d T; S2 a T; b F; c T; d F

6. Read the evaluation form below. Then listen to the students from Activity 5 again. Mark (✓) your answers to evaluate the presentations.


**Extra Support**

On small pieces of paper, you could write words from the conversation: a set of 10 words should be enough e.g. *history, century, America, superpower, countries, official, schools, billion, definition, questions*. Make enough sets to be able to give each student a card. Tell students that they will listen to the audio again and they will have to stand up when they hear the word in their cards.

- You can read the instructions aloud and explain to students that they are going to listen to the presentations again, but this time to evaluate them. Go over the statements in the table. Make sure students are clear on the meaning of each statement. Play the audio and have students evaluate the speakers.
- In pairs, you can compare and discuss your answers.
- You can have students compare their answers. Encourage them to give reasons for their answers, e.g. *I think Student 2 didn't plan the presentation, because he didn't have the charts ready.*

**Answers**

S1 ✓ a, b, c, d, e S2 ✓ a

7. TRACK 25  Listen to the final part of the presentation from Activity 5. Write P if the phrase is used by the presenter and S if the phrase is used by a student in the audience.

- You can read the instructions and play the audio twice if necessary. Elicit correct answers.

**Answers**

a P; b S

## GET MOVING

- 8. Look at the notes Student 1 prepared for his presentation. Number them in the correct order.**
- You can have a volunteer read the instructions and ask students to read the student's notes for his presentation in Activity 5. In pairs, have students discuss the order. If necessary, play the audio from Activity 5 again. Elicit the correct answers.

### Poster Activity

You could use the image Gracias on the Teacher's CD. Ask the class the question. Have students in pairs match the words with the language. Then ask them to practice saying to each other Gracias in different languages. Answers: *Kiitoksia-Finnish, Danke-German, Grazie-Italian, Arigato-Japanese, Obrigado-Portuguese, Takk-Norwegian, Tack-Swedish, Merci-French, Thank you-English.* Ask students to identify the country / nationality from the flags.



- You could do a quick review of the story in their Reading Book. Ask students work in groups to do the section *Get Together* on page 153 of their student's book.

- 10. Read and answer the questions below. 1 = Very well, 2 = Well, 3 = Not well. Mark (✓) the correct box.**

- This activity invites students to reflect on their progress and it can be a great opportunity for you and your students to find out what goals have been met and to identify areas of improvement. You can read instructions with the class to make sure everyone understands what the task is about.
- Offer help and support to students who seems to consider their progress is slow.


### Answers

a 1; b 4; c 2; d 3

- 9. Work in pairs. Read the information you researched for you topic in Activity 8 on page 144.**
- You can refer students to the information they researched and invite them to prepare for the presentation they will have to make by the end of the unit. Students could write notes to support their presentation, similar to the notes in Activity 8.
  - You can have a student read the information about the notes and remind them to keep them in preparation to answer questions they might be asked in their presentations.

## GET MOVING

### 11. Read the steps for making a presentation. Number the sentences in the correct sequence.

- This activity is aimed at having students review the steps for doing research and preparing presentations. You can have a volunteer read the instructions.
- You can have students do the task individually. Ask them to go back to the previous pages of the unit to review the steps for selecting and reading information. Then ask them to sequence the steps to plan a presentation:
- You can compare your answers in pairs.
-  You can have students compare their answers. Then elicit the correct sequence for each stage and write the answers on the board to check as a class.

#### Answers

**Selecting and Reading Information:** 6, 5, 1, 3, 4, 2; **Planning the Presentation:** 3, 1, 4, 2

### 12. Work in groups of four. You are going to plan and rehearse a short presentation of your topic. Consider the following:


- You can organize the class in groups of four. You may want to organize the class in groups of six if you have a large class. Read the instructions. Go over the steps with the class. Clarify any doubt students may have. Remind them that this is a rehearsal of a short presentation they'll be giving in their groups.

- You can have students plan their presentations on their own. Monitor the activity and support with ideas when necessary.
- You can direct students to the *Get Smarter!* box and have a volunteer read the note. If students haven't prepared a set of notes, remind them to do it before their rehearsal.
- You can read the information in the *IT Stop*. Tell students that they can agree on making a video of the presentations while their partners are presenting and then in groups, analyze them and see how they can improve it. **Note:** If students do not want to make the videos, they just can take notes as their classmates present.

#### Extra Support

You could have students read the notes for unit 9 in the *Digital Skills Summary* on page 186, before they rehearse their presentations.

- You might organize students in the groups they formed for Activity 12. You can read the questions aloud and have them reflect on what they have learned in this unit.
- Allowing students to compare discuss answers to the questions in groups, inviting them to discuss the reasons behind their answer is a great way to invite deeper reflection on progress

**STOP AND THINK about...****...language****1.  Read the notes about Body Language.**

- You can organize students in groups of three. Ask each student to read a section of the text and discuss it with their classmates.
  - You can work in the same groups as in Activity 12 from page 149.
  - Ask students to make comments on their body language while doing the presentations.
  - You can organize the students in the same groups that rehearsed the presentations from Activity 12. Ask them to watch the videos of their presentations, if they were able to record them, and analyze their body language. Ask students to make comments on each other's presentations.
  - If students do not have videos of their presentations, you could ask them to discuss their body language during the presentations in groups.
- 2. The following phrases were used by the students making their presentations in Activity 5, page 147. Classify them in the correct box. Some phrases can be used in more than one stage of a presentation.**
- Before starting the activity, it would be advisable to go over the different parts of a presentation asking students what happens in each of the stages. (In the opening you state what the audience will hear and you will try to catch their attention; in the development you inform your audience by giving information and showing visuals if there are any, in the

closing you summarize your main idea and close the talk. Questions can be left at the end, but it might be good to inform students that different presenters have different styles and interaction with the audience can be had at any stage, depending on the intention and the time available).

- You could play track 24 from Activity 5, page 147 for students to identify the phrases in the students' presentations.
- Students could work individually to complete this activity and they could, as they finish, compare answers in pairs or groups.
- You can have students work in pairs to check their answers. Then ask students to check the notes they have already prepared for their presentation, and decide in which sections, they could integrate some phrases from the table.
- After that, students could practice giving their presentations using the phrases they introduced.


**Answers**

**OPENING** The topic of my presentation is... / I'll start with...

**DEVELOPING** This graph shows you... / That leads me into... / I would like to add... / As I was saying...

**CLOSING** Do you mean...? (which can be a participant asking a question - this option could also go in development) / Finally... / Are there any questions?


**STOP AND THINK about...****...being together** \_\_\_\_\_

1.  In groups, decide which are the most important characteristics of a good presentation. Order them in order of importance.
  - You can read the instructions and then go over the characteristics of a good presentation. Students have worked on this type of ranking activity before, so they should be familiar with the way they have to order the phrases in the organizer.
  - You might want to give students enough time to discuss the order as they may have different opinions on this.
  - At the end of the discussion, you can have each group report to the class the way they ordered the characteristics and help them give their reasons for that.

**Extra Support**

To facilitate the discussion, you could ask students to write each of the characteristics (five in total) on small pieces of paper. In this way, as they discuss, they can be placing the phrases in different positions in the organizer until they reach an agreement.

**...learning** \_\_\_\_\_

1.  Work in pairs. Discuss the questions below about your presentation.
  - You can tell students that they have learned / reviewed the main steps they should follow when planning their presentations.
  - You could explain that one important thing to do when making a presentation is to think about the audience that will be listening to them. Knowing this will help them focus on the information they are going to present, how they are going to present it, and the appropriate language to use.
  - You can have students discuss the questions. Ask them to consider the presentation they made in Activity 12, as an example. Although the students' audience is their classmates most of the time, ask them to think of a different audience: *their teachers, students from a different school, students from a higher / lower grade, etc.*, and have them reflect on how things would be different.
  - You could complete the sentences below.
  - Once students finish Activity 1, you could ask them to complete the sentences.

## GET AHEAD

### 1. Preparing

You can ask students to go back to the activities they have done in the unit and check if they have any doubt related to their presentations:

- You could ask students to focus on the activities included in the table, which have been developed on the different stages in the unit. You might organize the class in pairs. Allowing students to explore the activities in pairs and inviting them to discuss all the activities they carried out is a great way to invite deeper reflection on their achievements in this unit.

### 2. Presenting

- You can organize the order of the presentations.
- You can ask students to copy the format: *Evaluating Presentations* on page 147 to express their opinions about the presentations. Encourage them to be objective when evaluating their classmates' work.
- Ask a volunteer to read the note in the Get Smarter! box. Remind them of how these phrases can help them improve their oral participation.

- As students present, you might want to take notes so you can give constructive feedback at the end. Use phrases such as: *I noticed... Your presentation was well organized! You included very interesting information! Your body language was appropriate! Your visual aids were excellent!*

### 3. Reflecting on my Progress

You can read the information together with the class to make sure everyone understands the task and its objectives. Students will probably need a few minutes to complete the activity.

You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students perceive how they are doing, so that you can plan remedial activities. Students might want to research another topic related to linguistic diversity, and through all the process again, step by step, with your guidance.

#### Extra Support

You could have students read the notes for unit 6 in the *Digital Skills Summary* on page 186, before they prepare their visual aids.



## reading CORNER

### GET READY TO READ!

- Before students start reading the article *About Languages and Language Learners*, page 103, you can have them work in groups to brainstorm their ideas and complete the table.
- You can have students compare their ideas with another group.


### GET INTO THE TEXT!

- As students read the text, you can ask them to discuss how similar or different the ideas from Activity 1 are to what they read in the text.
- You can have students order the topics in the order they appear on the text.

#### Answers

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

### GET TOGETHER

-  You can have students work in small groups to discuss the answers.
- You can have each group report their answers to the questions to the rest of the class.

## Reader

### Answer key

#### GET THE MAIN IDEA

a F b F c T d T

#### GET THE DETAILS

1. Europe 2. 7.2 billion people 3. English 4. 12 5. two thirds 6. they will be in the minority 7. Body language

#### GET THE WORDS

1. diverse (p. 15) 2. monolingual (p. 19) 3. profature (p. 18) 4. puzzle (p. 19) 5. abroad (p. 20) 6. master (p. 26)

**QUICK CHECK**

- You can have students work individually on this page.
- You can read aloud the instructions for each part of the Quick Check.

**Answers**

**Part 1:** 1 choose; 2 narrow; 3 research questions; 4 sources of information.

**Part 2:** Print resources: books, magazines, encyclopedias; Electronic resources: websites, blogs, videos.

**Part 3:** 1 c; 2 a; 3 d; 4 e; 5 b

**Part 4: Possible answers:** a The topic of my presentation is... b I would like to add... c. This graph shows... d Are there any questions?

**SELF-ASSESSMENT**

- You can read together with the class all the statements in the self-assessment box. Make sure students are clear on every *I can statement*.
- You can explain the meaning of each heading:  
**I get it** = I can do this with no problem.  
**I almost get it** = I can do this but sometimes I have some problems to do it.  
**I need more work to get it** = I can't do this, or I find this very difficult to do.
- To promote students' autonomy, you might want to ask them to reflect on the steps they might follow to improve their performance. Have them write their ideas. Elicit / give some ideas, for example,
  - *Revise the steps to select information*
  - *Follow specific steps to plan your presentation.*
  - *Learn appropriate language for presentations.*
  - *Use visual aids effectively.*

# Evaluation Instrument

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

The Evaluation Rubric can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. You might want to keep this instrument as evidence of your students' learning.

Achievements / Descriptors	Always or almost always	Usually	Sometimes	Never
<b>Select information</b>				
Form questions to guide their search for information				
Identify and select relevant information				
<b>Evaluate the function of textual components</b>				
Identify the central idea or theme, which is developed by the supporting details				
<b>Read information</b>				
Identify and discuss their reading				
Relate previous knowledge to the text				
Define the vocabulary used within the text and within the general context				
Use reading strategies				
<b>Rehearse giving a presentation</b>				
Prepare notes and graphic resources that support their presentation				
Use appropriate non-verbal language to support their presentation				
<b>Revise and practice non-verbal language</b>				
<b>Give a presentation</b>				
Make explicit references to the topic and questions of the investigation				
Communicate and interact with possible resources and the use of media to aid their presentation				
Use expressions to bring up a topic				
Summarise or explain with clarity and clarity				
Invite the audience to formulate questions or make comments				
Conclude or evaluate their				

# Let's Travel Together

**SOCIAL LEARNING ENVIRONMENT:** Family and Community  
**COMMUNICATIVE ACTIVITY:** Exchanges associated with the environment.  
**SOCIAL PRACTICE OF THE LANGUAGE:** Agree with others on a travel itinerary.

Achievements	Teaching Guidelines	Evaluation Recommendations
<p>1. Express their own ideas and proposals.</p>	<ul style="list-style-type: none"> <li>◦ Encourage students to express their own ideas and proposals.</li> <li>◦ Encourage students to express their own ideas and proposals.</li> <li>◦ Encourage students to express their own ideas and proposals.</li> <li>◦ Encourage students to express their own ideas and proposals.</li> </ul>	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> <li>◦ Student work</li> <li>◦ Student work</li> <li>◦ Student work</li> <li>◦ Student work</li> </ul>
<p>2. Compare pros and cons of ideas and proposals.</p>	<ul style="list-style-type: none"> <li>◦ Contrast advantages and disadvantages using graph materials.</li> <li>◦ Add data to table exercises and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Student work</li> <li>◦ Student work</li> <li>◦ Student work</li> <li>◦ Student work</li> </ul>
<p>3. Express their own ideas and proposals.</p>	<ul style="list-style-type: none"> <li>◦ Add your own ideas and proposals to the table.</li> <li>◦ Add your own ideas and proposals to the table.</li> <li>◦ Add your own ideas and proposals to the table.</li> <li>◦ Add your own ideas and proposals to the table.</li> </ul>	<p>Final product</p> <ul style="list-style-type: none"> <li>◦ Student work</li> <li>◦ Student work</li> <li>◦ Student work</li> <li>◦ Student work</li> </ul>
<p>4. Start to the exercise pros and cons to reach a consensus.</p>	<ul style="list-style-type: none"> <li>◦ Emphasize words or alter volume to get an effect of impact.</li> <li>◦ Recognize emotions in the language as persuasive.</li> <li>◦ Talk clearly and loud enough.</li> <li>◦ Interact with language to detect errors.</li> <li>◦ Organize agreements showing assertiveness.</li> </ul>	<p>Suggested evaluation instrument</p> <ul style="list-style-type: none"> <li>◦ Student work</li> <li>◦ Student work</li> <li>◦ Student work</li> <li>◦ Student work</li> </ul>

## GET GOING

### Lead-in

You can direct students to the opening page of the module.

You can ask them to read the opening question ask if they have ever been in charge of planning a day out or a short trip with friends and family. You can have them read the question and discuss in groups the considerations of planning a trip or activities with others, the obstacles they can face or the advantages of planning trips in groups.

### 1. Match pictures (1-5) with the correct sources of information.

- You might want to start this unit by asking students who plans their free time and how they do this. Ask students to imagine they are in charge of planning the free time and vacations for their families or for their friends. Ask: what do you need to know before strating to plan free time for others? (time available for the activities, what everyone likes or hates, disabilities of poeple in the group, the money available to spend, etcetera).
- You can ask students where they could find information about possible travel destinations if they needed to check places to go with with their friends and / or family on a vacation. Have students look at the pictures and ask them if they have ever used any of these materials to check information about places. Accept ideas from a few volunteers.

- You can read the instructions of the activity aloud to the class and tell them all the material is useful for travelers.
- You can divide the class into pairs and have them complete the activity.
- You might want to check answers with the class.

### Answers

**1 a; 2 d; 3 c; 4 b; 5 e**

- You can go over each of the types of material asking students: *Who publishes it? What for?*  
**Possible answers:** All of them are written and produced by publishing houses or radio/TV professionals that want to give advice to travelers. Travel blogs are usually published by travelers to share their experiences and also give tips to others.

### 2. Choose the best source (a-e) from activity 1) for the following cases.

- You can read the instructions aloud to the class and invite individual students to read each item aloud.
- You can have students work individually on this activity.
- You can have them compare their answers with a classmate and then check as a class.

### Answers

**1 b, e; 2 a, d; 3 b, c; 4 a, d**

# GET GOING

TRACK 26



**3. Listen to a conversation between friends choosing a travel destination. Circle the places they mention.**

- Before students listen, you may want to cover the words in the box to make sure students understand the vocabulary. Ask concept check questions like: *What is the driest place in this list of places? What is the name of a famous river / lake? Which place is not a geographical location?*
- You can have students cover the lower part of the page.
- You can tell them they will listen to a conversation and that, for the first listening, they should concentrate on trying to recognize if the words on the box are mentioned or not.
- You can play the audio as students complete the activity individually. Have them compare answers with a classmate.
- You might want to check answers as a class.
- You could ask the class: *Did the friends agree on a place to go?* (No).

- To consolidate understanding of the conversation you can ask students to work in groups of three, analyze the conversation and decide which character they relate more to and why. To connect the listening text with their world you can encourage them to discuss how realistic a conversation like this is in the place they live in. You can ask: Can you plan vacations with friends without consulting your parents? How old do you need to be? Can teenagers plan a trip and then check with their parents if the trip is possible?

**Answers**

beach, the mountains, lake, national park, desert

TRACK 26



**4. Read and listen to the conversation again and match the places with the reason given to go there.**

- You can tell students you will play the audio again, this time they will have to match the ideas for destination with the reason the friends give to go to a particular place.
- You can give students a couple of minutes to read the options in silence.
- You can play the audio as they read along.
- You could allow some time for students to match the answers.
- You can ask them to compare answers with a classmate and then check as a class.

**Answers**


1 c; 2 b; 3 d; 4 a

**Critical Thinking**

You could ask students about the sources the friends mentioned in the conversation to travel magazine and an unspecified source when Joy says, "I hear..." Ask the class: *How reliable is the information the speakers are considering? What sources can they use to make a good decision for their trip?* Guide the discussion to make the point that reliable information is always key to take important decisions.

## GET GOING


### 5. Read the conversation in activity 4 again and complete the table.

- You can start by asking students if they are familiar with the phrase “pros and cons”.
- You can have them look at the table and read the information so that they can tell you what pros and cons are (advantages and disadvantages). Ask a concept check question like: In what situations do we consider pros and cons? (When we want to take a decision).
- You can have students complete the activity. They can go back to the printed conversation on page 159 if they need to.
-  Compare your answers with a classmate.  
Have students compare their answers with a classmate and then check as a class.

### Answers

**2** (+) cheap (-) Brad thinks it's boring;  
**3** (+) can camp, it's cheap,  
 (-) not original; **4** (+) interesting (-) hot  
 during the daytime


- Direct their attention to the *Get Smarter!* Box and encourage them to take this tip into account when they try to reach a decision in the future.

-  Working together, think about and add your own ideas on more pros and cons for each one of the places.
- You can divide the class into groups of four and have them add more pros and cons to the places. Tell them to imagine they could go to one of the places, so they really need to list all possible advantages and disadvantages.
- You might want to conduct class feedback for groups to share their ideas.
- After hearing all pros and cons you could have a show of hands to check which place would be the most popular for your class.

### 6. Work with a classmate and practice a dialogue with the information from the table. Follow the example.

- You can invite a pair of students to read

the exchange between A and B.

- You can ask this pair to read again changing “the beach” for “the mountains”. With the help of the rest of the class they read a new version of the dialogue, changing the underlined parts.
- You can tell the class to use the information in the table to continue doing something similar in pairs.
- It is advised to monitor the activity, encouraging students to be creative and use as much of the information they wrote as possible.
-  Discuss with the class: *What is the function of the highlighted words?*
- You can tell students to discuss their ideas together. Then elicit the answers.


### 7. Think about the work you have done so far in this unit. Mark (✓) the things you can do so far.

- This activity invites students to reflect on their progress and it can be a great opportunity for you and your students to find out what goals have been met and to identify areas of improvement. Although, this is happening very early in the unit, students have a school-year of progress which can make this stage appropriate to informally evaluate achievements. They will have more opportunities to check progress further along in this unit.
- You can read instructions with the class to make sure everyone understands what the task is about.
- It is advisable to encourage the class to go back to the activities that have completed so far so that they can identify the statements they want to check and the ones that don't.
- You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students perceive they are doing, so that you can plan remedial activities like reading more outside the class or finding simpler texts for them.

# STOP AND THINK about...

## ...language

1. Match the phrases with their purpose. LANGUAGE REFERENCE

- You can start by reading the instructions and the options with the class.
- You can tell students to complete the activity individually.
-  Compare answers with a classmate. Think of more phrases you can use for the functions a to d and write them in your notebook.
- Students have studied phrases to agree and disagree as well as phrases to invite others to participate in a discussion in other units, so this task should be relatively easy for them. You can have them pay attention to the phrases to support an idea, telling them that when defending a point of view, it is essential to justify what we say. If necessary refer them to the *Language Reference* section on page 180.

**Answers**


1 d; 2 a; 3 b; 4 c

**Poster Activity**

You could display image 10 from the CD and ask students to work in pairs to discuss the places and decide where to go using the phrases and expressions they know so far (e.g. A: *We should go to the observatory.* B: *Why?* A: *Because I think...*)




## ...being together

1.  When trying to reach an agreement in a group, there are certain rules that must be followed. Complete the rules in the first column with their complement in the second column.

- You can read the instructions aloud to the class and, before looking into the options, ask students what they think are good rules to observe when trying to reach an agreement in a group.
- You can write their ideas on the board.
- You can ask them to work in pairs to complete the activity.
- You might want to check answers as a class.

**Answers**

1 c; 2 e; 3 d; 4 a; 5 b

-  In small groups discuss: *Are there any other rules that are important when trying to reach an agreement with others?*
  - You can divide the class into groups and have them check if the ideas on the board are different or similar to the ones in the activity.
  - You can ask them to come up with more ideas for rules or tips to reach an agreement in groups or to complement the ones on the board.
- You can have groups share their ideas in a discussion with the whole class.



# GET MOVING

TRACK 27



## 1. Listen to two friends planning a day of their trip. Complete their itinerary.

- You could start this activity with books closed telling students they will listen to a conversation, telling them you will play the track once with no pause for them to tell you how many people are speaking and where they are, in the US or in Great Britain. Play the recording for them to volunteer the answers and then check. (There are two people speaking, probably two friends and they are in Great Britain). For stronger classes you could also ask the purpose of the conversation (agreeing on how to spend a day in London).
- You might want to direct students' attention to the pictures and ask if they know the name of the places. If they listened to the recording once already they might be able to tell you they are the British Museum and the London Eye. You might explain to them a little about this two popular attractions in the UK  
**Note:** *The London Eye* also called *The Millennium Wheel* was built in the year 2000 as a tourist attraction and is a huge Ferris wheel with great views of the city of London. The British Museum is one of the largest and most respected museums with art pieces from all the world.
- Students could read now the incomplete information from the itinerary. Before they listen again to complete the task you can ask: *What is an itinerary for?* And direct students' attention to the *Get Smarter* box. Reading the information together with the class will help your students understand why the friends may want to organize the information for the trip in this manner.
- Now would be a good moment to play the recording again and ask students to complete the task. They can compare answers in pairs before you check them as a class.
- Once the itinerary is complete, you can discuss with the class other ways to organize an itinerary (in calendar format, adding more details such as mode of transportation, number of days in each place, etc. on a table).

## Answers

1 London / Great Britain; 2 London Eye; 3 British Museum; 4 1 pm; 5 Museum; 6 5:30 pm; 7 £25

## 2. Write the letter of the expressions taken from the conversation in the correct box.

- This activity provides a good opportunity to study the structure of a discussion with students. You might want to start by looking at the table with your class and making sure they understand what each section does and why.  
**NOTE:** It might be important to share with the class that in a discussion, openness to accept or reject ideas is central. The language we use has to help consider and reflect on information. The goal of a discussion is not to win an argument, but to evaluate what the best solution to a problem is.
- Ask students to work in pairs to complete the activity.
- You can have students compare their answers in pairs and then check as a class.

## Answers

1 c; 2 e; 3 d; 4 a & f; 5 g; 6 b

- In pairs, practice reading the phrases or expressions using the right intonation. Find expressions for the same purpose (1-6) in the conversation from Activity 4, page 158.
- You can divide the class into pairs and ask them to practice reading the phrases or expressions with the right intonation.
- Still working in pairs, students find examples of sentences for each box (1 to 6) in the conversation on page 158. You can do this as a class activity to keep on analyzing with them the structure of a discussion and helping them gain awareness that the sequence is not fixed, but that it can change depending on what the speakers want to express and how many speakers are involved.

## GET MOVING

### 3. Read the information about different places to visit in New York. Answer the questions.

- If possible, bring in pictures or flashcards of New York City and some of its landmarks and ask the class if they recognize the place. Show them a map with its location. If pictures are not available, you could ask the class if they have heard the name of the city and ask what they know about it.
- To familiarize the class more with New York City, you could write the following headings on the board. Name of Place, Location, Population, Famous for. Fill in the chart with the information given below and then fill in the same information about the place you and your students live in. This information can serve as a basis to discuss similarities and differences between NYC and the place students live in. Make sure the class is not distracted by trying to decide which place is better, let them know that comparisons with other places and cultures are more enriching when we center on similarities, or when they help us appreciate what we have at home. We should always appreciate the fact the people who live there would also benefit from appreciating from what they have in their homeland.

**Note: Name of place** New York City,

**Location:** Near the Hudson River, Southeast of New York State and Northeast in the US, population: 8.5 million

**Famous for:** Attracting tourists (more than 30 million a year), being an important center for business (Source: <https://www.britannica.com>).

- You can read the Culture Stop with students and invite them to find out more information about the city as suggested in the box. This could be an interesting assignment for homework.

- You can have students look at the pictures and tell you if they know anything about these specific places.

**Note:** Times Square is a very popular area for theaters and shopping. The Statue of Liberty was given to the US by France in 1886 and it has become a very important landmark that represents freedom and democracy. The Metropolitan Museum is one of the largest and most important museums in the world.



- You can ask students what each of the places is (a city square, a monument and a museum).
- You can read instructions with the students and explain them that they should not decide in their favorite place until they read carefully about each. If you do this, you should remind them that they will need to justify their choice.
- You can give students time to read the information in silence. As they read, they can underline important words they don't understand. Tell them you will check those words with them later.
- When they finish reading, you can have them answer the questions.
- It might be a good idea to invite a few volunteers to share their answers with the rest of the class.

**Answers will vary**

### Extra Activity

You could ask students to find information about these places on different sources to make sure the details on the page are accurate and updated. You could direct them to the bibliography page at the end of the book for ideas on where to look.

## GET MOVING





4.   **Work with a classmate.** Organize the information available in the following table.
- You can divide the class into pairs.
  - At this point, they are not required to plan, so you can explain to them that this activity is just to make sure they can organize information.
  - If your students are ready and / or motivated to start planning, you might consider suggesting to them that a first step is to get the information together and then dedicate some time of the lesson inviting them to make notes on a possible travel plan.
  - Read instructions with the class as well as the information in the table. You can let them know that the “information available” refers to the leaflet on page 162.
  - You can tell students that the reasons to go to a place should be generic – *Why would someone want to visit these places?*
  - Students fill in the table. You could monitor as they do to make sure they analyze the information on page 162 in detail.
  - You can students to make a clean copy of their ideas on a separate piece of paper and keep it in their portfolio.
5. **Fill in the following itinerary with your ideas for an ideal day in New York City. Consider meal times (breakfast, lunch, and dinner), the place(s) you want to visit, the time it takes to get there and the time you want to spend there.**
- For this activity, students can be invited to work individually. They should analyze the information on NYC and then fill in the table according to their ideas.
  - You can encourage them to be creative about their day and think about activities not mentioned in the leaflet they would like to do like finding a nice park and walk or just go to one attraction and then relax.
  - It is always advisable to monitor as students complete tasks like this to offer help if they seem to have problems or doubts.
  - After they have planned their ideal day individually, students should consider sharing their ideas with others, as they will be planning the trip with other students. Have students write notes that will help them when they try to convince others or to know when they could negotiate possibilities of change. Notes can include phrases they might use or just importance of the activity and arguments to defend what they really would like to do if they had the opportunity to make this trip.
- NOTE:** Consider telling students that the extra column with notes is not a part of a regular itinerary, but it is rather more a section to help them reflect on their choices and prepare them for the discussion that will follow.
- For extra support for some students you could write on the board phrases like: *I think we should... Why don't we...? Are you sure that...? It is very important for me to...* and others you can brainstorm from students to give them some ideas on the language they will need to negotiate their itinerary in the next activity. You can ask the class to check the phrases they generated in Activity 2, page 161. conversation acting the parts.

### Answers will vary



You could do a quick review of the story in their Reading Book. Ask students work in groups to do the section “Get Together” on page 168 of their student’s book.

## GET MOVING

6.   Work in groups. Reach an agreement on an itinerary for a day in New York. Use a similar discussion structure as the Activity 2, page 161 and the information you wrote in Activity 5. Follow these steps:
- You can divide the class into groups of three.
  - You can tell them to imagine they will go to New York and they have available the information from the leaflet on page 162. They have read the information and filled in the pros and cons table on page 163, so now they can use this to have a discussion and agree on an itinerary for a day in New York.
  - You can tell students everyone should have an opportunity to ask the questions listed in Step 1 and also to answer them.
  - You can allow some minutes for discussions in groups to take place. Monitor making sure students listen to each other and that they take notes on important points.
  - You can have groups share their itineraries with the rest of the class.
  -  Discuss with the class: *What extra information do you need to make a complete itinerary? Where could you get it?*
  - It'd be a good idea to open a class discussion with these questions and elicit ideas from students. Write a few on the board.
7.  In your groups, reflect on the language you used to reach an agreement and mark (✓) the boxes that applied.
- You can direct students' attention to the table and its contents. Read the instructions with the class and have them first reflect on their performance, marking the boxes that apply to what they did during the discussion.
  - You can have them think and decide on the correct marks for their classmates.
  - You might want to remind the class that to give useful feedback they need to be honest, constructive and polite as they saw in Unit 6. Refer them to the strategies summary for Unit 6 if necessary.
  - Share your answers with the members of your team. *Do you agree with the feedback?*
  - Working together, students could compare the marks assigned to each other and discuss the reasons to support them.

**Extra Activity**

You could ask students to write their itineraries on poster paper and display them on the walls. Have students walk around and decide if they prefer an itinerary other than theirs. You could have the class vote on the most popular itinerary.

**STOP AND THINK about...****...language** \_\_\_\_\_

TRACK 28

**1. Listen to the phrases and follow the instructions.**

- You can start by discussing the importance of word stress in a sentence. Tell students that we generally stress the words that carry the most important part of the message in a sentence.
- You could ask the class: *besides words, what other elements are important to convey a message?* (body language and tone).
- You can tell students that they will now listen to phrases for the conversations they heard before. Tell them you will play the recording once for them to underline the stressed words in the sentences.
- You can play the recording once and have them underline the phrases individually. Have students compare in pairs. As they are comparing, have them read the sentences aloud, marking the stress to check if they are correct.

- You can play the audio again and check answers for this part of the activity.

**Answers**

**1** sure, free; **2** great; **3** afraid, expensive;  
**4** only

- You can have students now match the phrase with the correct picture and then the adjective following the example.
- You can have students compare their answers in pairs and then check as a class.


**Answers**

**1** third picture, d; **2** first picture, b; **3**  
second picture, c; **4** fourth picture, a

**Extra Support**

To make sentence stress more fun and memorable for students, you could ask five students to come to the front and assign a word to each of them from the phrase *Are you sure it's free?* (*It's* will be considered as a unit). Have students say their word one at a time until they complete the question. Have them practice this several times until they can say this fluently - it needs to sound as a natural question. Once the team is fluent enough, have important words take a step forward when they say the sentence again. You could divide the class into groups and have them do the same with other expressions on the page.

**STOP AND THINK about...****...learning**

1. **Memorizing common phrases is a useful way to improve your level of English. Mark (✓) one strategy you would like to try.**
  - It would be a good idea to start a class discussion about memorizing things and how hard/easy it is for students. Ask: *What things do you need to memorize at school? What things are important to remember outside of school?*
  - You can invite volunteer students to read items 1-4 aloud and then ask the class if they have tried any.
  - You can have them complete the activity individually choosing a new strategy to try.
  - You could try inviting volunteer students to share their answers.
  -  Work in small groups and help each other try the strategy each one of you chose.
  - You can divide the class into groups of three and tell them to help each other try the technique each one of them chose. For this, write on the board a list of five words or phrases you think they should learn from the unit of the Reader.
  - You might want to monitor as groups experiment with their choices and give them suggestions if alternatives are needed (e.g. if they are not allowed to write on windows, suggest they use an unusual color or font to write the words on cards).

**...self**

1. **Think about the work you have done so far in this school year. Write how you felt in each of the situations mentioned (Did you feel... scared, anxious, worried, indifferent, OK, satisfied, motivated, enthusiastic, other?).**
  - This activity invites students to reflect on their feelings and attitudes towards the English class, the language and their performance. As it asks students to reflect on feelings for the whole school year, awareness of progress could be obtained and, hopefully, it might motivate students if they felt more confident towards the end of the course.
  - You can read instructions with the class to make sure everyone understands what the task is about. You can also give examples of your own, saying how you felt the first day of class, for example.
  - Inviting students to compare their answers in pairs, and to discuss the reasons behind each answer is a great way to invite deeper reflection on progress.
  - You might consider a good idea to walk around the classroom to monitor the activity and take notes on how the students felt in different activities. Consider closing this part giving them recommendations on how to overcome negative feelings. For example, if someone felt uncomfortable when presenting, recommend taking more opportunities to participate in class so that they can feel more confident when presenting their work to others.

## GET AHEAD!


### 1. Preparing

- In order to use the information they have agreed for the travel itinerary, it would be a good idea to start with assigning groups, and then reading the information in this section together with the class.
- Different pairs of students will have different itineraries. You can take advantage of that situation to encourage students to choose the one they consider the best for the team, after discussing the options in their groups, using the language they have practiced in this unit.
- As they transfer the itinerary they will use on a poster, students could take the opportunity to revise their work.

#### Extra Activity

To give them a greater challenge, you may decide to assign a certain budget and have them check process not only for the attractions, but also for flights and hotels.

### 2. Presenting

-  You can ask groups to display their posters on classroom walls.
- You can have all the class walk around to read all posters in silence (you can play music as students do this).
- As they walk, students could take notes on other team's itinerary so that they can ask questions about the plans.
- Teams may assign a person to stand by their poster and answer questions other students may have. The rest of the team go to other posters to ask their questions.
- You could organize a class vote on the best end-of-school trip itinerary and the best tour for foreign students.

### 3. Reflecting on my Progress

- The aim of this section is for students to reflect on the product they have created and to gain awareness of the work throughout the unit that has brought them to this point.
- You can read the information with the class to make sure everyone understands the task and its objectives. Students will probably need a few minutes to complete the activity. Monitoring would help here to gain a sense of what their perception of their own progress is.
- If you decide to give examples, you can write on the board simple alternatives to guide them like:

**1** The easiest thing about planning a trip is... researching information, imagining what I want to do, etcetera.

**2** Convincing others about my options is... fun, easy, difficult, very hard, etcetera.


**3** Discussing and agreeing on ideas for a trip with others is... fun, easy, difficult, very hard, etcetera.

**4** Next time I plan a trip with classmates, I will...do more research, suggest more options, organize the options better, etc.

- Allowing students to compare their answers in pairs, inviting them to discuss the reasons behind each answer is a great way to invite deeper reflection on progress.
- Offer help and support to students who seem to consider their progress is slow.

## reading CORNER


### GET READY TO READ

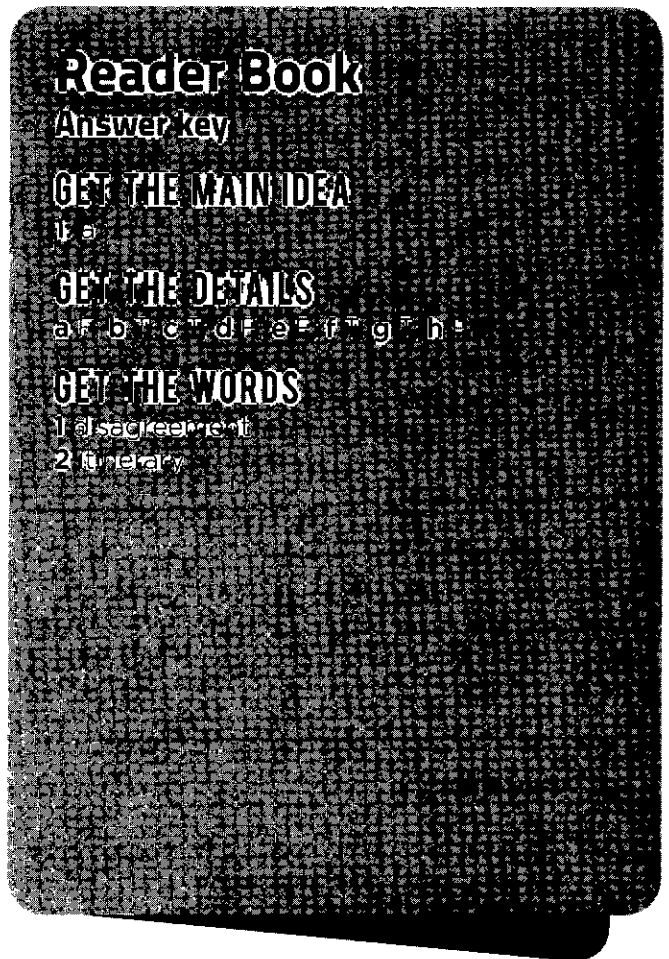
-  Before students start reading the story *Flash Forward* in their Reader, have students work in pairs to write the definition of *Flash Forward*.
- To check if their phrases are in the story, students scan the text quickly. You might consider timing this so that they don't stop to read the story in detail yet.

### GET INTO THE TEXT

- Before they answer the exercise, it might be a good idea to review vocabulary connected to feelings. You can decide to do this contextualizing the review with feeling one experiences when traveling or planning trips.
- As students read the story, they should fill in the table with the feelings Lizzy was experiencing in each part.
- Once they finish reading the story, they could compare their charts with other students trying to find information in the text to support their answers as they check together.

### GET TOGETHER

-  You could divide your class into two large groups, tell students to stand on one side of the classroom if they prefer writing and acting, they should stand on the other side if they prefer singing.
- You can divide each half into smaller groups of five students and assign task a to the writers and task b to the singers.
- You could give teams some time to prepare and then invite groups to share their product with the rest of the class.





**QUICK CHECK**

- Have students work individually on this page.
- Read aloud the instructions for each part of the Quick Check.

**Answers**

**Part 1:** 1 b; 2 b; 3 a; 4 b

**Part 2:** 1 a; 2 b; 3 c; 4 d; 5 e

**SELF-ASSESSMENT**

- You might want to remind students of the general aim of the unit which agreeing with others on a travel itinerary. Ask the class if they feel comfortable discussing travel arrangements with others in English. Explain to students that the statements in the self-assessment box all relate to the overall aim.
- You can read together with the class all the questions in the self-assessment box. Make sure students are clear on every *question*.
- Consider reading the scale with the class in order to help them decide on the option that best applies to them.
- To promote students' autonomy, you can ask them to reflect on the steps they might follow to improve their performance. Students could write their ideas. Some of the ideas you could elicit from them or offer as suggestions, are:
- Write pros and cons for different types of decision making.
- Memorizing more useful phrases to use in discussions.
- Share my ideas more often.
- Practice my use of body language in front of a mirror.
- You can have students read the recommendations at the end of the page, and invite them to go back to the sections they found out to be the most challenging to review content.
- Consider using the evaluation instrument on the following page to give students feedback on their performance and give them recommendations on how to keep up the good work and how to improve in areas of opportunity.

# UNIT 10

## Reading

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

This Questionnaire can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the chart. You might want to keep this instrument as evidence of your students' learning.

Can the student...	1	2	3	4
1. use different means to express the interpretation of a text?				
2. list and consider different places as options for travel?				
3. analyse a proposal based on a context (international)?				
4. contrast advantages and disadvantages of a proposal using a table?				
5. analyse aspects of a proposal (the risks)?				
6. use expressions and different strategies for persuasion?				
7. use an oral strategy (address for a formal debate)?				
8. participate effectively in a discussion to reach an agreement?				
9. interpret and use correct body language with a partner (oral and written)?				
10. help a group reach an agreement?				

- 31-40 Excellent, exceeds expectations.
- 21-30 Good, meets expectations.
- 11-20 Needs support.
- 0-10 Does not meet expectations.

# Review Units 8-10

## WRITING

- You can read the instructions together with the whole class. Once students are organized, ask them to go back to Unit 7 and review all the activities they carried out as well as the notes they took in their notebooks.
- You can ask students to follow the instructions and explain to them that you will be taking notes of how the activity is progressing. Explain briefly the aspects you will be observing.
- You may use the scale template on page 178, to evaluate your students. You might get a photocopy for each student so you can keep it as evidence of their learning.
- You should consider the size of your class to organize the evaluation of writing activities.
- Bear in mind that the evaluation of grammar and vocabulary should mainly include the linguistic aspects covered in the unit where the topic was covered.

### Part 4

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

### Part 6

- 1 Plan
- 2 Organize
- 3 Rehearse
- 4 Give

## SPEAKING

- You can read the instructions together with the whole class. Once students are organized, ask them to go back to Unit 10 and review all the activities they carried out as well as the notes they took in their notebooks.
- You can ask students to follow the instructions and explain to them that you will be taking notes of how the activity is progressing. Explain briefly the aspects you will be observing.
- You may use the scale template on page 179 to evaluate your students. You might get a photocopy for each student so you can keep it as evidence of their learning.
- You should consider the size of your class to organize the evaluation of speaking activities.
- Please bear in mind that the evaluation of grammar and vocabulary should mainly include the linguistic aspect covered in the unit where the topic was covered.

# Review Units 8-10

Name of student: \_\_\_\_\_

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

## WRITING EVALUATION FORM

2

The writing is organized. The use of language includes control of grammar and a range of vocabulary appropriate to the task. The student sometimes uses basic connectors to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.

Name of student: \_\_\_\_\_

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

**SPEAKING EVALUATION FORM**

Mark (✓) the appropriate box.

	Very good	Good	Not so bad
<b>Grammar and Vocabulary</b>			
The student makes use of simple grammatical forms relevant to the communicative activities of the SPI.			
<b>Pronunciation</b>			
The student pronounces words and sentences clearly and is understood.			
<b>Communication</b>			
The student communicates in the target language and is understood.			

# Term test 3

## Answer key

### Part 1

- a It's cool
- b I don't agree with you
- d that's what I think
- e He's so funny
- f Do you mean
- h I agree with you

### Part 2

- 1 c
- 2 a
- 3 e
- 4 b
- 5 d

Part 3

- a 5
- b 6
- c 4
- d 3
- e 1
- f 2

Part 4

- a 2
- b 2
- c Travel Magazine
- d Podcasts
- e Travel Blog

**UNIT 1**

**Question words.** When we need to get information, we can use question words to find out what we want to know. Ask about...

time	place	duration	purpose	things
What <b>time</b> is the session?	Where is the class?	How <b>long</b> is the recess?	What is the session for?	What do you need to take?

**Expressing possibility, necessity, obligation and recommendation.** To express these ideas, we can use Modal Verbs. These are words used before a verb in its simple form.

recommendation or to give advice	possibility	obligation or necessity
You <b>should</b> call the police.	You <b>can</b> do many things	You <b>have</b> to leave now. You must go to a shelter!

**Connect ideas.** When writing or speaking, connect your ideas with the correct words.

to express a condition	to add information	to express a consequence	to give a reason	to express a sequence
If there's an earthquake, don't run.	Keep calm <b>and</b> go to a safe place.	Go to a strong wall <b>so</b> you are safe.	Don't run <b>because</b> you can fall.	Wait after the earthquake and <b>then</b> leave the building.

**UNIT 2**

**Giving instructions**

To tell someone how to do something, you can use the imperative form. For this, you use the verb in simple form and the auxiliary do + not to form the negative.

<b>Check</b> the sources you use.	<b>Don't use</b> any online dictionary!
-----------------------------------	---

**Agreeing and disagreeing**

Phrases to agree	Phrases to disagree	Phrases to negotiate a common decision
I agree with you.	I don't think this is right.	Let's hear what he / she says.
I think so.	I don't agree with this.	Let's decide on this...
I think you're right.	I don't think so.	I think we can agree that...



## LANGUAGE REFERENCE

### UNIT 3

#### Past tenses

To tell stories or events that happened in the past, we can use different past tenses.

They <b>went</b> to the forest. She <b>visited</b> her brothers.	She <b>didn't like</b> the King's children.	<b>Did</b> she <b>hate</b> Elise?
She <b>was knitting</b> all the time before the prince met her.	She <b>wasn't crying</b> when she was saved.	<b>Was</b> she <b>singing</b> when she met the prince?
When I talked to you, I <b>had read</b> the story.	I <b>hadn't seen</b> the movie before I read the book.	<b>Had</b> these stories been written before we were born?

Verbs in the past can be regular or irregular. Regular verbs end in *-ed*; you add the ending to the verb or just *-d* to verbs that finish in *-e*

Regular Verbs				Irregular verbs			
accept	accepted	like	liked	be	was/were	have	had
decide	decided	live	lived	become		know	knew
finish	finished	save	saved	fall	fell	leave	left

### UNIT 4

**To confirm information** say a sentence and then ask a short question (tag question). In affirmative sentences, the question is negative. In negative sentences, the question is positive. Check the use of auxiliaries in the examples below.

You like music, <b>don't</b> you?	We should listen to the story, <b>shouldn't</b> we?	You <b>didn't</b> see the movie, did you?
This isn't your hobby, <b>is</b> it?	We are reading the same book, <b>aren't</b> we?	They <b>weren't</b> talking to me, were they?

**Connecting sentences.** When writing or speaking, connect ideas to make more natural sentences.

To add information	To contrast information	To give an alternative
I like sports <b>and</b> I like reading magazines.	Liz loves heavy metal <b>but</b> not that group you mention.	Do you like football <b>or</b> any other sport?

## UNIT 5

**Present Tense.** When we want to express general truths, habits or routines we use the simple present tense.

	Present Tense	Present Tense	Present Tense
Example 1	We study English.	I don't study Japanese.	Do they study foreign languages?
Example 2	She thinks this is important.	It doesn't matter.	Does he think it is important?

### Predicting the future

Use **will** to make predictions about the future. Use **going to** when your prediction is based on evidence.

	Future	Future	Future
Example 1	You'll <u>be</u> rich one day.	We <b>won't</b> <u>have</u> problems.	<b>Will</b> we <u>have</u> flying cars?
Example 2	I'm <b>going to</b> <u>study</u> hard.	I'm not <b>going to</b> <u>fail</u> exams.	Are you <b>going to</b> <u>go</u> to university?

## UNIT 6

### Expressing wishes and hopes

almost impossible	possible	realistic
I wish I could disappear. If only I could fly!	I hope I can see you again.	I want to travel to other countries.

## LANGUAGE REFERENCE

**Adjectives and adverbs.** Adjectives describe people or things, and adverbs describe actions or adjectives, e.g. She is **mysterious**. (Adjective) / She speaks **mysteriously** (Adverb)

To form adverbs from adjectives, add -ly. If the word finishes in -y, we often change the -y for and -i. For words ending -le remove -e and add -ly

nice	nicely	happy	happily	terrible	terribly
------	--------	-------	---------	----------	----------

**Showing sequence.** We use certain words (sequencers) to indicate the order of events.

Beginning	Middle	End
First,	Then / After that,	Finally,

## UNIT 7

**Passive voice** is used normally in formal texts when we want to give importance to the thing or person that receives an action.

*Your actions are controlled by the nervous system.* ("Your actions" are the important thing here).

**Passive voice** in the present tense is formed with the verb to be (singular or plural) and the past participle of a verb.

Affirmative	Negative	Question form
Digestive enzymes <b>are made</b> in the pancreas.	Food <b>isn't stored</b> in the stomach.	<b>Is</b> all food <i>digested</i> in the stomach?

**Countable and uncountable nouns.** Countable nouns are the ones that we can count using numbers. For example: two lungs, two eyes, many arteries. When we cannot count things (for example liquids, powders, gases, etc.) we call them uncountable nouns. They don't have a plural form and we express their quantity with phrases like some, a lot of, a bit or with specific measurements (for example, 1 litter of blood).

<i>How many _____ are in your body?</i>	<b>countable</b>	cells, nerves, arteries, bones, muscles, organs
<i>How much _____ is there in your body?</i>	<b>uncountable</b>	blood, water, electricity, energy, oxygen, adrenaline

**Making Comparisons.** When you want to express differences between people or things, we use the comparative or superlative forms of adjectives.

	Comparative	Comparative	Comparative	Superlative
Examples: smaller	-er than (smaller than)	(fatter than)	happier than, simpler than	more (beautiful) than
Examples: smallest	the -est (the smallest)	(the fattest)	the happiest, the simplest	the most (beautiful)

**UNIT 8**

Expressing opinion	Explaining	Disagreeing	Asking for explanation or clarification
I think... I don't believe... In my opinion...	...that's why I think... What I mean is... Let me explain...	I don't believe... I don't agree... I don't think...	Why do you say...? Do you mean...? Can you explain...?

**UNIT 9**

**Making Presentations**

Starting a presentation	Developing content	Closing a Presentation
The topic of my presentation is... I'll start with...	This graph shows you... That leads me into... I would like to add... As I was saying...	Are there any questions? Finally... To end today's topic...

**UNIT 10**

**Agreeing on plans with others**

Proposing an idea	Disagreeing	Supporting an idea	Inviting others to participate
I think we should... What about...? Here's an idea, let's... Why don't we...?	Sorry, I don't agree with that. I'm afraid it's... Are you sure...? I don't think...	They say... I read in [source] that... We should do it because...	That sounds interesting, doesn't it, Bren? What do you think?

## GLOSSARY

### UNIT 1

advertisement n	a printed, radio, online or TV commercial often used as its abbreviation ad
campsite n	an area used for camping, the base of a holiday camp
homeless n	a (poor) person who has no place to live
hurricane n	a natural disaster with heavy rains and strong winds
major adj	big; important
paramedic n	person who gives emergency medical care
(to) rescue v	to save or liberate
shelter n	a temporary and safe place to stay

### UNIT 2

(to) add v	increase numbers of something
(to) alphabetize v	order words following the alphabet
bilingual adj	written in two languages, able to speak two languages
bulleted adj	list with a bullet point (•) before each item
(to) draft v	to write a first version of a text
(to) edit v	correct and improve a text
heading n	title of a section in a text
(to) look up v	find, search (in a dictionary)
meaning n	the sense or idea of a word
monolingual adj	written in one language, able to speak only one language
part of speech n	the group to which a word belongs depending of its function
(to) proofread v	to check and correct a written text
sample n	an example

### UNIT 3

character n	a person in a story
evil adj	harmful and/or bad, malevolent
king n	a monarch, the ruler of a kingdom (male)
(to) knit v	to make things with wool using needles
once upon a time exp.	(used in story telling) a long time ago
prince n	the son of a king
queen n	a monarch, the ruler of a kingdom (female)
setting n	the location or place where a story happens
spell n	a magic incantation made to achieve a purpose
theme n	the idea reflected in a story
(to) travel v	going from one place to another
(to) turn into v	transform, convert
witch n	a female with magical powers, especially to do evil things

## UNIT 4

commercial break n	<i>an interruption in a program for advertisements</i>
(to) compliment v	<i>to say nice things about someone or something</i>
cool adj	<i>impressive</i>
huge adj	<i>extremely big</i>
politely adv	<i>in an ice and attentive manner</i>
(to) stand (something) v	<i>(informal) to tolerate</i>
topic n	<i>the subject or area of study</i>

## UNIT 5

forecast n	<i>a prediction or calculation</i>
weather n	<i>atmospheric conditions</i>

## UNIT 6

(to) act v	<i>perform (as in acting in a play)</i>
bow tie n	<i>a tie knotted at the neck</i>
gossip n	<i>talk that involves reports on others, normally unfounded or false</i>
leaflet n	<i>a pamphlet with information usually advertising something</i>
(to) realize v	<i>to come to understand</i>
rude adj	<i>unpleasant, offensive</i>
soft adj	<i>not firm, easy to the touch</i>

## GLOSSARY

### UNIT 7

average n	typical
carry v	transport, take
health n	the state of being well physically
(to) make up v	to compose
(to) pump v	to use suction or pressure to move liquids or gases
(to) regulate v	to control, adjust
(to) release v	to discharge, let go
(to) remove v	to eliminate
(to) shape v	to form in a particular way
throughout adv. / prep	all over a place or object
waste n	material not wanted or needed

### UNIT 8

clever adj	intelligent, smart
comic strip n	a story told in drawings separated in panels
funny adj	amusing, humorous
noise n	an unpleasant sound
panel n	the square or other shape where an illustration of a comic strip is contained
silly adj	trivial, foolish
(to) snore v	to make noise when you sleep
speech n	spoken language or dialogue

## UNIT 9

chart n	a diagram or similar in which information is organized
(to) develop v	to elaborate or expand in a topic or idea
diversity n	variety, mixture
e-source n	an electronic source such as CDs, podcasts, etc.
footnote n	a note at the end of the page that clarifies or expands on an idea
graph n	a diagram that shows relation between data
(to) narrow v	to make more specific
reliable adj	that can be trusted
research n	investigation, study
resource n	material, action, or strategy that can help solve a problem
topic n	the subject or area of study

## UNIT 10

blog n	a webpage or publication online, normally written in informal style and frequently updated
cabin n	a small house made of wood usually in the forest
(to) discard v	to throw away, to get rid of
fee n	the money paid for a service
ferry n	a ship or boat that crosses a river or water stretch to take people across
itinerary n	the program or plan for a trip or journey
national park n	grounds protected by the federal government because of their historical or ecological value
pedestrian n	someone who walks
podcast n	an e-source, a digital audio file
(to) propose v	to say or suggest an idea
(to) reach an agreement v	to come to a conclusion as a group
(to) refer to v	to mention
source n	the place where information can be obtained
(to) support v	verify, corroborate



# STRATEGIES SUMMARY

<p><b>Unit 1</b> <b>Memorizing dialogues</b></p> <ol style="list-style-type: none"> <li>1 Read the phrases aloud - repeat them 5 times.</li> <li>2 Record yourself, listen to check.</li> <li>3 Listen to radio or TV in English.</li> <li>4 Write the phrases in a notebook.</li> <li>5 Use the phrases with friends who speak English.</li> <li>6 Practice the phrases with friends.</li> </ol>	<p><b>Unit 6</b> <b>Giving Productive Feedback</b></p> <ol style="list-style-type: none"> <li>1 Specify what the feedback is about.</li> <li>2 Make sure you are not evaluating or trying to control what others do.</li> <li>3 Be simple and direct, but also polite.</li> </ol>
<p><b>Unit 2</b> <b>Improving vocab skills</b></p> <ol style="list-style-type: none"> <li>1 Looking up words in a dictionary.</li> <li>2 Listening to English songs.</li> <li>3 Playing vocabulary games.</li> <li>4 Reading (individually or with friends).</li> <li>5 Recording vocabulary in my notebook.</li> <li>6 Making drawings to illustrate the meaning of a word.</li> <li>7 Writing sample sentences to practice new vocabulary.</li> </ol>	<p><b>Unit 7</b> <b>Learning Academic Vocabulary</b></p> <ol style="list-style-type: none"> <li>1 Read the same topic in different sources.</li> <li>2 Find or decide on the key vocabulary for the topic.</li> <li>3 Create a vocabulary record with new words and simple drawings to represent meaning.</li> <li>4 Write example sentences with the new vocabulary.</li> </ol>
<p><b>Unit 3</b> <b>Improving Your Pronunciation</b></p> <ol style="list-style-type: none"> <li>1 Listen to and watch people with good pronunciation - pay attention to how they move their mouth.</li> <li>2 Pronounce words in front of a mirror to check how you move your mouth.</li> <li>3 Listen to yourself (you can record yourself).</li> </ol>	<p><b>Unit 8</b> <b>Reading Comic Strips</b></p> <ol style="list-style-type: none"> <li>1 Analyze visual elements.</li> <li>2 Read the text quickly to get the main idea.</li> <li>3 Predict what happened before or after.</li> <li>4 Read in detail to find specific information.</li> </ol>
<p><b>Unit 4</b> <b>Understanding Spoken Dialogue</b></p> <ol style="list-style-type: none"> <li>1 Understand the context.</li> <li>2 Predict: What phrases will I hear?</li> <li>3 Identify the speakers.</li> <li>4 Focus on the main idea.</li> <li>5 Get details.</li> </ol>	<p><b>Unit 9</b> <b>Speaking to an Audience</b></p> <ol style="list-style-type: none"> <li>1 Consider audience: Who is listening to me? What do they need or want to hear?</li> <li>2 Consider purpose: Why do I want / need to present?</li> <li>3 Practice, practice, practice.</li> <li>4 Be confident and positive, have fun as you talk to others!</li> </ol>
<p><b>Unit 5</b> <b>Making Sense of Grammar Structures</b></p> <ol style="list-style-type: none"> <li>1 Analyze the patterns: look at the function of the words and pay attention to how they are linked together.</li> <li>2 Compare different structures (affirmative, negative, question forms or even different tenses).</li> <li>3 Look at the difference between English and your own language.</li> </ol>	<p><b>Unit 10</b> <b>Memorizing strategies for different types of learners.</b></p> <ol style="list-style-type: none"> <li>1 Kinesthetic students can connect a specific movement to phrases they repeat.</li> <li>2 Visual students can find creative ways to see the information.</li> <li>3 Auditory students can find creative ways to repeat the information.</li> </ol>

# DIGITAL SKILLS SUMMARY

<p><b>Unit 1</b> <b>Emergency Apps</b></p> <p>Find out about the specific emergency apps or websites in your community. To make sure they are safe try your federal government official website first.</p>	<p><b>Unit 6</b> <b>Using Slides in Presentations</b></p> <p>Using computer slides instead of posters can save you and your team a lot of work. However, you need to remember that the slides support your presentation, <u>they are not the most important part</u>.</p> <ul style="list-style-type: none"> <li>• Do not use too much text in a slide</li> <li>• Use images to enhance meaning</li> <li>• Charts and graphs should be simple</li> <li>• Find safe online sites where you can download or create illustrations for your presentation.</li> </ul>
<p><b>Unit 2</b> <b>Online Dictionaries</b></p> <p>Choose an online dictionary according to your needs; <u>learner dictionaries</u> from established and reliable sources should be the best to use.</p>	<p><b>Unit 7</b> <b>Interactive Online Diagrams</b></p> <p>There are interactive diagrams online that are good to have fun with science knowledge. Try <a href="https://www.healthline.com/human-body-maps">https://www.healthline.com/human-body-maps</a></p>
<p><b>Unit 3</b> <b>Pronunciation Apps</b></p> <p>There are free pronunciation apps that you can try. Download them from trusted sources (<a href="https">https</a> sites). Try several before you decide on one or before buying one.</p>	<p><b>Unit 8</b> <b>Online Discussion Rules</b></p> <ul style="list-style-type: none"> <li>• Online discussion groups also have rules.</li> <li>• Use proper language</li> <li>• Be precise</li> <li>• Justify your opinions and invite others to give theirs</li> <li>• Don't use capitals – it's the same as shouting.</li> </ul>
<p><b>Unit 4</b> <b>Recording Dialogues</b></p> <p>Using phones to record your dialogues (or part of your dialogues) can help you get an idea on aspects of pronunciation you want/need to improve.</p>	<p><b>Unit 9</b> <b>Recording Presentations</b></p> <p>Try recording your presentations when you rehearse them, so that the final one is better. If you can, make a video of your presentations. In groups, watch your videos (focus on organization and language) and take notes of what you can do to make it better the next time.</p>
<p><b>Unit 5</b> <b>Finding Information Online</b></p> <p>When searching information online, search engines help but some sites are not safe (they might contain inappropriate information or have viruses that affect your computer). Search for a general term such as "life in the future" and choose educational sites, or sites whose address starts with <i>https</i>. Avoid clicking on ads or links in the sites you check.</p>	<p><b>Unit 10</b> <b>Online Safe Sites</b></p> <p>Official websites of tourist attractions and destinations are normally safe and reliable. Try to use national tourism organization pages or sites whose address starts with <i>https</i> to make sure the sites are safe.</p>

## AUDIO SCRIPTS

### Track 2 Unit 1 Get Going Activity 2

Mark: Hello! My name is Mark. Is this the right place to sign up as a volunteer?

Nelly: Yes, Mark. This is the right place.

Welcome, my name's Nelly. This hurricane was awful. Is your family OK?

Mark: Yes, everyone is fine, thanks. I'd like to help now.

Nelly: Great! You have to wait for the next information session.

Mark: An information session? What is that for?

Nelly: We let you know how we are organized, what we need from you, and then you tell us what you can do. If you know more about what we do, it will help you decide how to help.

Mark: That's nice! When is the next information session?

Nelly: It's in 30 minutes. At 2:00 pm. We have one session every hour.

Mark: And how long is it?

Nelly: Not very long. It's about 20 minutes. You have to fill in this form to register as a volunteer. You can fill it now if you want.

Mark: Sure! And where is the information session?

Nelly: Oh, sorry - it's over there. In the blue tent where people are going in.

Mark: Thanks!

### Track 3 Unit 1 Get Going Activity 7

Ron: Do you know what services to call in case of an emergency?

Marion: If there is a fire, you should call the fire department. If there is a crime, you should call the police. When someone has a health problem, you should call an ambulance. Correct?

Ron: Yes. What number do you call?

Marion: Let's see...Uhhmm ...er... I have no clue.

Ron: You have to know this Marion! This is important. Do you have to learn three different numbers?

Marion: Well... no. I think... do we use 911 for all?

Ron: Yes, Marion. If you have any emergency here in the US, you call 911.

Marion: What about other countries?

Ron: Well... that's a very good question. I guess we should find out.

### Track 4 Unit 1 ...Being Together

Nelly: Welcome. This hurricane was awful. Is your family ok?

Ron: You have to know this Marion!

Mark: I'd like to help now.

Mark: Thanks!

Ron: I guess we should find out.

### Track 5 Unit 1 Get Moving Activity 5

Sonia: Attention volunteers! My name is Sonia and I'd like to tell you about the work we do here. We help emergency services as they rescue people affected by the hurricane.

Melissa: What are emergency services?

Sonia: The police, the paramedics, the firefighters, the army... all of the public services that can help in a crisis. They are working together because they want to help the people in the community.

Person 1: And how can we help?

Sonia: As you know, many people are donating food, clothes, and other supplies. We have to pack boxes with the correct products for shelters.

Melissa: Excuse me, Sonia. I have a disability. I don't think I can pack things. Can I still help?

Sonia: Sure! Can you type? We need people to register the supplies we get, and then write down where they go. We need to keep control of things. There are many other things to do, so every volunteer is more than welcome!

Person 2: Are there other ways to help?

Sonia: Yes, that's why I need you to fill in a volunteer registration form. If you can drive, you can help take supplies to the shelters. If you have a boat, we need you to help rescue workers. Some of you can help in the shelters.

### Track 6 Unit 1 Get moving Activity 11

Rosa: Hello, my name is Rosa and I'm doing a project for school. Can you help me?

Joy: Sure, Rosa. What can I do for you?

Rosa: Just answer a question, please. What public services are there in your community?

Joy: I am from California. We have very good public services -the police, the fire department, the city services, you know - like trash collection, parks and recreation, museums. We also have shelters for homeless people.

Rosa: Shelters? I'm sorry... What are those?

Joy: Places where people without a home can stay for a short time.

Rosa: Are they like houses?

Joy: They can be. They are normally small rooms with a large common area for eating.

Rosa: OK. This is impressive! Thanks, this information is great for my project.

Joy: I'm glad I could help.

Rosa: Bye, nice to meet you!

### Track 7 Unit 2 Get Moving Activity 5

1. Read the introduction.

2. Look up the words alphabetically.

3. Check the guide words.

4. Read the entry word and the information that follows.
5. Use the phonemic symbols to learn how to pronounce a word.
6. Identify the part of speech of the entry word.
7. Read the sample sentences.
8. Find additional meanings.

**Track 8 Unit 3 Get Going Activity 2**

Patrick: Which of these stories should we read?

Elsa: What about Cinderella? I like the story.

Patrick: Mmmmm, but that's so common. Everybody knows the story.

Elsa: That's right, and because we know something about the story, it will be easy to read!

Patrick: That's true! But, I don't know... Maybe we should read something different. How about The Wizard of Oz? We know the story because of the movie.

Elsa: Why don't we read the abstracts before deciding? And remember that the original stories are very different from the movies.

Patrick: Abstracts?

Elsa: Yes, the summary of the story.

Patrick: Ah, OK. That sounds good. Let's read the abstracts first, and then we can decide. Let's choose an interesting one.

Elsa: Not an easy one?

Patrick: No. If we find an interesting story, it will be easy and interesting to work on.

Elsa: Ooh, I see. Let's do it, then.

**Track 9 Unit 3 Get Moving Activity 7**

After some time, Melvina said that Elise had committed a horrible crime. The guards were about to burn Elise, but she threw the shirts in the air. Her brothers flew down and got the shirts. They became human. Melvina was horrified because she knew Elise was not a criminal. Edward was confused, but in the end...

**Track 10 Unit 3 Get Moving Activity 9**

**THE BOY AND THE WOLVES**

(An adaptation from Andrew Lang's version)  
Many moons ago there was a good Indian hunter who decided to live in the forest with his family, away from the evil of others. He had a wife and three children.

As time passed, his wife died and he grew old and weak, so he spoke to his older son and daughter. He told them "I love you, and I wish you well, but please," he begged, "do not abandon your younger brother, for he is young and weak". The son and daughter promised, with tears in their eyes, to always take care of their little brother. And with this promise, their father smiled and passed away peacefully.

After some time, both brother and sister got tired of taking care of their brother. The eldest brother left first, and after one year, the sister told her little brother, "Here's food for you. I'll go to find our brother, and we'll come back for you". The sister left and found her older brother, but she did not come back. Both brother and sister started a new life in town. The little boy survived for a few months with the food his sister had left. After the food was finished, he ate roots and berries from the forest. But then the winter came, and there was no food. Not knowing what to do, the boy followed a pack of gray wolves and ate what they had left behind. The wolves noticed the little boy and felt sorry for him, so they accepted him as a friend. Little by little, the boy became part of the wolf pack.

One day, the big brother was traveling through the forest, and he heard an Indian cry that sounded like a wolf. But then, he recognized the voice of his little brother. He called after him, "Come back, please! I'm sorry!" As the big brother shouted, the little boy changed into a wolf. The big brother cried, but the little wolf-boy had no time for him. Once transformed, he ran after his new brothers, the wolves. The big brother came back to town and told his sister what he had seen. Since that day, they were sad and miserable, always lamenting on breaking their promises.

**Track 11 Unit 4 Get Moving Activity 13**

Patrick: Have you read the story of The Boy and the Wolves?

Elsa: Yes, I read it last week. It's a good one. Reading is my hobby, and I love classic tales!

Patrick: I read it too, but I can't remember some details. The little boy was alone, and he had food his sister left him, right?

Elsa: Yes, that's right.

Patrick: How long did the food last? Do you remember?

Elsa: Yes, the food lasted for a few months.

Patrick: And why did the wolves help him?

Elsa: Because they felt bad for him. Those wolves were nice.

Patrick: Ha ha ha! What was the end of the story? I don't remember well.

Elsa: The brother and sister felt bad forever.

Patrick: That's right! Because they broke their promise. I remember now.

**Track 12 Unit 3 ...language**

Sound /th/ as in mother: brother, father, the  
Sound /f/ as in fish: finished, wish

## AUDIO SCRIPTS

sound /u:/ as in boot: flew, food, roots

sound /i:/ as in tree: queen, seen

### Track 13 Unit 4 Get Going Activity 1

Announcer: And this is KXWR, your favorite radio station. We're back with Jerry Sanders in The Alternative Music Spot.

Jerry: Thank you Bill. Welcome back to the show. Today, to discuss views on an alternative music duet, we have invited Joan Silverstone, who is the president of Rodrigo and Gabriela's fan club in this area. Joan, welcome.

Joan: Thanks for the invitation, Jerry.

Jerry: OK, let's start with our topic - Do you like Rodrigo and Gabriela?

Joan: Yes, I do. [Laughs] I am the fan club's president!

Jerry: OK, OK... just checking. Tell me now, what do you like about Rodrigo and Gabriela?

Joan: Oh, Jerry - I love, love their music. It's different, fresh, and original.

Jerry: Well, I think it's intense, but... I don't know. I'm not a big fan.

Joan: What are you talking about? How can you not like their music?

Jerry: Well, it's not that I don't like it. I can listen to a piece or two... and that's all. I know a lot of people like it, but I guess it's not my thing.

Joan: Really?! That is hard to understand for me. I like the intensity and the combination of the two guitars. Their sound is very easy to listen to.

Jerry: Do they play alternative music?

Joan: Not really. They play a combination of jazz, flamenco, heavy metal, rock...

Jerry: Wait a second... You just said heavy metal, didn't you?

Joan: Sure! Both Rodrigo and Gabriela are huge heavy metal fans.

Jerry: Wow! That's interesting. What about you? Are you into heavy metal?

Joan: [Laughs] Oh no, I can't stand heavy metal or heavy music in general. But what Rodrigo and Gabriela play is not that.

Jerry: Well, thanks for your interview, Joan. We will be right back after this commercial break.

### Track 14 Unit 4 Get Going Activity 6

Patrick: Do you like playing sports?

Elsa: Not really. I guess it's not my thing.

Patrick: How about watching sports?

Elsa: Ooh! That's different.

Patrick: Different? Why is it different?

Elsa: Because I love football. I watch it all the time.

Patrick: Really? What's your favorite team?

Elsa: I like the Seahawks.

Patrick: Oh! That's a great team. It's the team from Seattle, isn't it?

Elsa: Yes! That's the one. You are also into football, aren't you?

Patrick: Oh, no... I'm not into football. I'm more into hockey - ice hockey.

Elsa: Wow! That's a really cool sport.

### Track 15 Unit 5 Get Going Activity 6

1. Did you come alone?

2. I take the bus at the corner of my house.

3. I'll think about it.

4. We watched the game on TV.

5. What time do you wake up on weekdays?

6. I'm going to see the movies.

7. What did you do yesterday?

### Track 16 Unit 5 Get Moving Activity 4

1 Let's go. It's going to rain.

2 Watch out! You're going to fall.

3 He's going to win the race.

### Track 17 Unit 5 ...language

She was shocked by the sharks circling the ship near the shore.

Freezy breeze made three bees sneeze and freeze.

If tall Lilly calls, well, you'll call. If small Billy yells, well I'll yell.

### Track 19 Unit 6 Get Moving Activity 6

Patrick: In this picture, I think the woman is saying "How can you do this to me, Claude?"

Elsa: Mmm, I don't know. That sounds too dramatic.

Patrick: But look. She is obviously angry!

Elsa: That's right. Then, let's have Claude say "Forget about it. It's just gossip!"

Patrick: Yes, but what does he sound like when he says that?

Elsa: Bored. He thinks she's wasting his time.

Look at his expression and his posture.

Patrick: You're right. He's not angry; he's bored.

Elsa: Does the conversation continue?

Patrick: Mmm, maybe. What do you think?

### Track 20 Unit 7 Get Moving Activity 2

Teacher: Good morning, Doctor. Welcome to our Health Day at school. Can you talk to our students about blood pressure? What is it?

Doctor: Well... let me start at the beginning.

Every time your heart pumps, it sends blood out of your heart to travel to every part of your body, from the top of your head to the tips of your toes. To do that, the left ventricle uses a strong force to push blood out. That force is your blood pressure. The blood presses on the inside of the artery walls; then

the walls stretch and spring back to give your blood an extra push.

**Track 21 Unit 7 Get Moving Activity 3**

Teacher: And what about high blood pressure?

Doctor: Several things can cause high blood pressure. One of them can be eating very salty foods. Fatty foods are also bad for your circulatory system because fat collects in the arteries.

Teacher: Is this dangerous?

Doctor: Yes, it is. It can damage the arteries. When there's a lot of fat in the arteries, the flow of blood can be blocked, and this is something serious because it can cause a heart attack.

Teacher: What can people do to help their circulatory system?

Doctor: A balanced diet is the best you can do to help. For example, fruits, vegetables, and whole grain bread are excellent source of vitamins and minerals. And you also need protein. It is essential for growth; meat, nuts and beans are good source of protein. Remember, a balanced diet is about eating a variety of foods and avoiding eating in excess.

Teacher: What else would you recommend?

Doctor: Exercising. Physical activity helps your body be healthy. Doing exercise improves your respiratory and circulatory system. And this is excellent for helping you to have a healthy blood pressure.

Teacher: Thank you doctor!

**Track 22 Unit 8 Get Moving Activity 2**

Greg: Hey, Dana! Did you read the comic strip today? It's so funny!

Dana: I read it - but I don't agree with you, it's not funny.

Greg: But it's about this mistake... you know, the Mexican dog translated a phrase to be polite...

Dana: I know... "my house is your house" is just an expression to make people feel welcome.

Greg: See? And the English dog takes it literally... that's why I think it's so funny.

Dana: It's OK, but I don't think it's very original. Why does the author use dogs?

Greg: Because it makes it funnier. The dogs are cool!

Dana: Well, I don't believe a mistake like that is possible.

Greg: Really? Why?

Dana: Because that phrase is so common.

Greg: Common? Do you mean common in Mexico? Because it's not common in England, and Wilbur is English.

Dana: Oh, OK... what I mean is... what I said before... It's not very original.

Greg: OK - let's agree to disagree!

**Track 23 Unit 9 Get Going Activity 2**

Teacher: Hello, everybody. Please, sit down.

Today I'm going to give you the guidelines for your research paper, are you ready? Research is about studying a subject carefully, because you want to learn something new. The first thing to do is to choose a topic that you find interesting. What's next? The second thing to do is narrow the topic. Yes, Julieta?

Julieta (girl 1): Narrow the topic? What does that mean?

Teacher: Well... It means you must be specific. If your investigation is about natural disasters ... think about which kind of disasters, hurricanes? Earthquakes? Am I being clear?

Julieta: Yes, you're clear. Thanks.

Teacher: Then the third thing to do, and I think an important one, is to formulate the research questions: what do you want or need to know about the topic? Remember, research or investigation is not only about writing facts, it's about asking why, where, when, how things happen.

Julieta: This means that if I choose the topic of hurricanes, my research questions might be: How do hurricanes form? Where do they happen? And things like that?

Teacher: Exactly!

Daniel: And what do we do after that?

Teacher: Then you select your sources of information. Yes, Daniel?

Daniel: What do you mean by that?

Teacher: Good question! Listen up everybody. Take these notes about selecting sources of information. Please read them and start thinking of a topic. See you next class!

**Track 24 Unit 9 Get Moving Activity 5**

Patrick: Good morning. The topic of my presentation is English as a Global Language. My presentation has two parts. The history of English as a world language and the definition of global language. There will be some time for questions at the end of the presentation. I'll start with the history of English as a world language. This began in the 17th century with the English arriving in North America. Then it continued with the British colonial expansion in the 19th century until the 20th century when the United States became a world superpower. You can see this in the chart. That leads me into my second point. To be

## AUDIO SCRIPTS

considered a global language, a language has to be spoken by other countries around the world. And this can happen, for example, if it becomes a second or official language of a country, or if it is taught at schools in a country as a foreign language. I would like to add that a global language is used by more people in the world than any other language, this is the case of English today. Finally, this graph shows you that more than 1.5 billion people in more than 100 countries in the world speak English as a first, second or foreign language.

Are there any questions?

Daniel: Hi there, I'll talk about English... as a global language. I'll tell you about the history of English and then, I'll talk about... hmmm. no, I'll tell you the definition of English... English as a global language.

The history started with English in North America in the seventeenth century and then in the twentieth century... no, the nineteenth century, with the British going to many countries. In the last century... the United States became a world superpower... Where is this thing? Here... Look at the chart. A global language is when many people in different countries speak the language. Today many people speak English in the world. Look at the chart... no, this is not the chart. Here it is. Questions? ...what time is it? There's no time, Sorry!

### Track 25 Unit 9 Get Moving Activity 7

Julieta: I have a question. I know that there are 1.2 billion people who speak Chinese. Does it mean that Chinese is a global language too?

Patrick: No, Chinese is not a global language. As I was saying, English is a global language because it is spoken by people in many countries, and it is used as a first, second or foreign language by more people than any other language in the world.

Julieta: OK, thanks!

### Track 26 Unit 10 Get Going Activity 3

Brad: I think we should go to the beach. Everyone loves the beach!

Monica: Sorry, I don't agree with that... not everyone loves the beach. I don't.

Joey: I read an article in a travel magazine, and they said the beach is more expensive than renting a cabin in the mountains.

Monica: A cabin in the mountains? That sounds relaxing, doesn't it, Brad?

Brad: Or boring... what can we do there? Walk and sleep?

Joey: We can go horseback riding. There is a

lake where we can fish.

Brad: What about camping? That is cheaper, isn't it? We should go camping in the national park!

Joey: How about something original? I hear that camping in the desert can be interesting... you can look at the stars and tell stories together at night.

Monica: Where did you hear that? It is definitely interesting, but I am not sure it is a great idea.

Brad: What do you do in the daytime?

### Track 27 Unit 10 Get Moving Activity 1

Samantha: What's the plan for tomorrow? I want to go to the London Eye.

Patrick: The London eye? What is that?

Samantha: It's one of London's major attractions. Here, look at the guide book. It's a fantastic way to see the whole city from up above! Doesn't it look great?

Patrick: Well, yes. It looks great, but I am afraid it's going to be expensive, and it's just a fun attraction. I want to go to the British Museum; it has many interesting things to see from cultures around the world. And it's free!

Samantha: Are you sure it's free? The London Eye is only £25. And of course it's a fun attraction! We should have fun on our vacations, right?

Patrick: Well, I'm sure the museum is free; I checked the official website. Do you really want to spend £25 on this attraction? It's not cheap at all.

Samantha: Yes - I really want to go to the London Eye! The ride is only 30 minutes. I hear the museum takes forever!

Patrick: But £25...

Samantha: Maybe there's a discount for students... let me check... Yes! Here it is! We can get a discount.

Patrick: That's perfect! OK, here's an idea - we can go to the London Eye first. Then we can spend the rest of the day at the British Museum.

Samantha: I think that's a good plan. The museum is not too far from the London Eye. I think we can walk there. Here, look at the map.

Patrick: We should start early in the morning. If we get to the London Eye at 11, we can be at the museum by 1 pm and have lunch there.

Then, we can stay there until they close at 5:30. Linda says we will need time because it's huge!

### Track 28 Unit 10 ...language

1 Are you sure it's free?

2 Doesn't it look great?

3 I am afraid it's going to be expensive.

4 The ride is only 30 minutes.

# Term Test 1

## WRITING

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

1. Write instructions to use a Bilingual Dictionary. Look at the words in the box to get ideas.

Read	Check	Use	Find	Identify
Clutch words	Phonetic symbols	Sample sentences	Translation	Alphabetically
Introduction	Part of speech	Entry word	Additional meanings	Page number

2. Write your first draft on these lines.

---

---

---

---

---

3. Review your writing. Check punctuation and spelling. Add or delete ideas and write your final instructions on the lines below.

---

---

---

---

---



# Term Test 1

## SPEAKING

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

1. Work in pairs. Take turns to ask and answer questions about Public Services. Take turns asking and giving information about:

- Telephone Number
- Address
- Working hours
- Website or Email
- Other information \_\_\_\_\_



Student A	Student B
<p>Ask for information about the <b>FIRE DEPARTMENT</b></p> <p>Take notes below to give information to Student B about the SPORTS CENTER.</p> <hr/> <hr/> <hr/> <hr/>	<p>Ask for information about the <b>SPORTS CENTER</b></p> <p>Take notes below to give information to Student A about the FIRE DEPARTMENT.</p> <hr/> <hr/> <hr/> <hr/>

# Term Test 2

## SPEAKING

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

1. Work in pairs. Take turns to ask and answer questions about like and dislikes. Look at the list of topics to get some ideas.

- Movies
- Music
- Sports
- Hobbies
- Food

Student A	Student B
<p>Take some notes about the topics in the list to talk about them to your classmate.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Use short questions to confirm the information and phrases to express your likes and dislikes.</p>	<p>Take some notes about the topics in the list to talk about them to your classmate.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Use short questions to confirm the information and phrases to express your likes and dislikes.</p>

# Term Test 2

## READING

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

- 1. Read these sentences. Then read the passage to find out if the sentences are true or false. Circle the correct answer.**

- |   |   |   |
|---|---|---|
| 1 We know more about the brain than about any other part of the body.     | T | F |
| 2 Scientists have known for years exactly how the memory works.           | T | F |
| 3 People never really forget what goes into their Long Term Memory.       | T | F |
| 4 The brain sends instructions to the body through the Sensory System.    | T | F |
| 5 Engineers have not yet invented computers that can think imaginatively. | T | F |

### THE BRAIN

The brain is the most complicated part of the human body. It is very small (a normal human brain weighs about one 1.3 kg), and a bigger brain does not mean a better brain.

The surface area of the cortex (the outside part) is more important than the actual size of the brain. Over the centuries, the cortex has grown, and it is now deeply folded to provide a larger surface area without requiring a greater total volume.

The brain receives information from the outside world through the Sensory System: the eyes, the nose, the ears, the mouth and the surface of the body, or the skin. The information is stored in the memory, which has a tremendous capacity. In fact, scientists do not fully understand how the memory works and it is believed that there is no limit to the amount of information that the human brain can store. Also, it appears that the information is never lost. Very old people often remember incidents from their childhood which have not come to their minds for sixty to seventy years. If we have stored something in our memory, it is there. But can we get it out again to use it? That is the difficulty.

Some of the information we receive only goes into the Short-Term Memory; we only keep this information for a minute or two, then we lose it. School children in class often seem to use only the Short-Term Memory if they are not interested in the subject. But if a child is interested, he puts the information in his Long-Term Memory, and he never loses it, but of course, there are times when the child cannot recall it.

The brain sends instructions to the body through the Motor System. This tells the arms and the legs to move, the eyes to focus, the hands to open and close, the jaw to move up and down, etc. Through the Motor System we can even control our breathing for a short time.

So the brain is a complex and delicate part of the human organism, and it can do many things and work in special ways. It can use the information that is stored in it to think creatively, allowing the human race to make amazing scientific, artistic and technical progress. It will be a long time before a computer is invented that can do this because imagination is a very difficult thing to build into integrated circuits and silicon chips.

# Term Test 3

## SPEAKING

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

1. **Work in groups of four. Look at the options for tourist destinations. Follow the instructions below:**

- Read all the details and decide where to go.
- Consider the activities, cost, distance and weather.
- When you give your opinion, give your reasons. Listen to the others as they say their opinions.
- In groups make a decision on where you would like to go.

### 5 Days in the Big Apple

February - March

Enjoy NYC with our guided tours! Visit the best museums, restaurants and musical shows. Be ready to walk and experience the greatest of the east coast.

\$125

### Enjoy Los Cabos for 3 days

April - June

Relax by the pool, take a whale sighting tour, enjoy unlimited food or go to our karaoke nights, at Vista Bella All-inclusive hotel, you have everything!

\$100

### 8-day Amazonian Adventure

June-August

Explore the largest jungle in the world! Discover new animals, plants and a whole new culture! We'll sleep in tents and cook with the locals.

\$250

# Term Test 3

## READING

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Read the text of a presentation and write the letter of the sentence that completes the spaces correctly.**

- a. As you can see in the chart
- b. I would like to add
- c. I'll start
- d. My presentation has two parts:
- e. That leads me into

**1** \_\_\_\_\_ The definition of the scientific method as a method of research, and the second part: the steps of the scientific method.

**2** \_\_\_\_\_ with the answer to the question: *What is the scientific method?* The scientific method is the way for scientists to study and learn things. They use this method for everything they study.

**3** \_\_\_\_\_ the second part of my presentation: the steps of the scientific method.

**4** \_\_\_\_\_, the first thing to do is to come up with a question, then you need to observe and gather information to come up with a guess, which is also called a hypothesis. Then you do an experiment or experiments to see if your guess was right. After that, you analyze your results and then, you present your final answer, or conclusion. Finally, **5** \_\_\_\_\_ that without the scientific method, we wouldn't have science or the knowledge we have today.

# Answer Key Teacher's Guide Term Test

Writing	Speaking
<ul style="list-style-type: none"> <li>• Read the instructions together with the whole class.</li> <li>• Ask students to follow the instructions and explain to them that you will be taking notes of how the activity is progressing. Explain briefly the aspects you will be observing.</li> <li>• Use the scale template on page 205 to evaluate your students. You might get a photocopy for each student, so you can keep it as evidence of their learning.</li> <li>• Consider the size of your class to organize the evaluation of writing activities.</li> <li>• Bear in mind that the evaluation of grammar and vocabulary should mainly include the linguistic aspects covered in the unit where the topic was covered.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the instructions together with the whole class.</li> <li>• Ask students to follow the instructions and explain to them that you will be taking notes of how the activity is progressing. Explain briefly the aspects you will be observing.</li> <li>• Use the scale template on page 205 to evaluate your students. You might get a photocopy for each student, so you can keep it as evidence of their learning.</li> <li>• Consider the size of your class to organize the evaluation of writing activities.</li> <li>• Bear in mind that the evaluation of grammar and vocabulary should mainly include the linguistic aspects covered in the unit where the topic was covered.</li> </ul>

Term Test 2		Term Test 3	
Reading		Reading	
1	F	1	d
2	F	2	c
3	T	3	e
4	F	4	a
5	T	5	b

# SPEAKING

Name of student: \_\_\_\_\_

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

Mark (✓) the appropriate box.

	Very good	Good	Not so bad
<b>Grammar and Vocabulary</b>			
<ul style="list-style-type: none"> <li>The student makes use of simple grammatical forms relevant to the communicative activities of the SPL.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pronunciation</b>			
<ul style="list-style-type: none"> <li>A student of this level can speak fluently though may be some words or phrases are not clear.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication</b>			
<ul style="list-style-type: none"> <li>The student can understand simple messages and respond appropriately.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of student: \_\_\_\_\_

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

1	<p>The writing is clearly well organized. The use of language includes good control of grammar and a general range of vocabulary. The student uses basic connectors to join ideas. Only a minor spelling or grammatical mistakes occur. The reader can clearly understand the text.</p>
2	<p>The writing is organized. The use of language includes control of grammar and a range of vocabulary adequate for the task. The student sometimes uses basic connectors to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.</p>
3	<p>The writing is not very well organized. The use of language includes some control of grammar and a limited range of vocabulary. The student uses basic connectors to join ideas. Spelling and grammatical mistakes occur in the writing. The reader has to make some effort to understand the text.</p>

## RESOURCES FOR STUDENTS

### Unit 1

(Reading about volunteering for your community) Rusch, Elizabeth. *Generation Fix: Young Ideas for a Better World*. Beyond Words Pub. (2013) (Ideas to make plans or emergency kits for teens) <https://www.ready.gov/kids>

### Unit 2

(Bilingual Dictionary) Rollin, Nicholas. *Compact Oxford Spanish Dictionary: Spanish - English, English - Spanish* Oxford Univ. Press, 2013. (Online Dictionary for learners) <http://learnersdictionary.com/>

### Unit 3

(Stories) Perrault, Charles (2000) *Perrault's Fairy Tales*. The Folio Society Pub. (Differences between American and British English) <https://www.oxfordinternationalenglish.com/differences-in-british-and-american-spelling/>

### Unit 4

(To watch and listen to conversations in English) <http://www.ello.org/english/>

### Unit 5

(To learn about the future) <http://channel.nationalgeographic.com/break-through-series/episodes/predicting-the-future/>

### Unit 6

(Support for writing scripts) <https://www.mensaforkids.org/teach/lesson-plans/writing-a-screenplay/> (A free resource for drawing) <https://krita.org/es/>

### Unit 7

(To Learn about science) Green, John. *Human Anatomy in Full Color*. Dover Publications, 2013. (Interactive body diagrams in 3D) <https://www.healthline.com/human-body-maps>

### Unit 8

(a comic book for teens) Telgemeier, Raina. *Drama*. Scholastic, 2012. (Funny Comic strips) <https://garfield.com/>

### Unit 9

(Interactive map for linguistic diversity) <https://www.nationalgeographic.org/maps/language-diversity-index/>

### Unit 10

(Guide for visitors to New York) <http://www1.nyc.gov/nyc-resources/service/2152/official-visitors-guide-to-nyc> (Guide for visitors to London) Evans, Susanna. *The Adventure some Teenager's Travel Guide to London*. Bremerhaven Press, 2017.

### Extra support

Haberling, Jen, and Kevin Stanton. *Big Fat Notebook: English Language Arts*. Workman Publishing, New York, 2016. (Resources to read) <http://www.read.gov/books/>

## REFERENCES

### Unit 1

Department of Homeland Security *Plan Ahead for Disasters* <https://www.ready.gov/> Morgan, Douglas F., et al. *Foundations of Public Service*. Routledge, New York, 2015.

### Unit 2

Norman Coe, Mark Harrison, Ken Peterson *Oxford Practice Grammar* Oxford University Press, 2006. *Oxford Advanced Learner's Dictionary*. Oxford University Press 2015. Shoebottom, Paul. "How to Use a Dictionary Effectively." Using a Dictionary, [esl.fis.edu/learners/advice/dic.htm](http://esl.fis.edu/learners/advice/dic.htm).

### Unit 3

Grimm, Jäcob, and Wilhelm Grimm. (2004) *Grimm's Fairy Stories*. Public Domain Books, 2004.

### Unit 6

Walker, Richard. *Essentials of Screen Writing*. Plume, 2010. Mensa Research Foundation. "Writing a Screenplay." Mensa for Kids, [www.mensaforkids.org/teach/lesson-plans/writing-a-screenplay/](http://www.mensaforkids.org/teach/lesson-plans/writing-a-screenplay/).

### Unit 7

Moyer, Richard, et. Al. *Human Body: Pathways* McGraw-Hill School Division, 2000. Kindersley, Dorling. *Human Body: A Visual Encyclopedia* DK Smithsonian, 2012. "How the Body Works." Kids Health, The Nemours Foundation, [kidshealth.org/en/kids/htbw/](http://kidshealth.org/en/kids/htbw/).

### Unit 8

Freay, Nancy and Douglas Fisher. *Teaching Visual Literacy*. Corwin, 2008. BC Admin Using Cartoons and Comic Strips, Teaching English British Council, [www.teaching-english.org.uk/article/using-cartoons-comic-strips](http://www.teaching-english.org.uk/article/using-cartoons-comic-strips).

### Unit 9

"The celebration of linguistic diversity" Council of Europe <https://edl.ecml.at/Home/Thecelebrationoflinguisticdiversity/tabid/2972/language/en-GB/Default.aspx> "Linguistic Diversity" Oxford Bibliographies. [oxfordbibliographies.com/view/document/obo9780199756810/obo-9780199756810-0116.xml](http://oxfordbibliographies.com/view/document/obo9780199756810/obo-9780199756810-0116.xml)

"Research Project Handbook" Howell Township Public Schools, [howell.k12.nj.us/files/general/302/2010\\_research\\_handbook.pdf](http://howell.k12.nj.us/files/general/302/2010_research_handbook.pdf)

### Unit 10

National Park Service "Plan Your visit" U.S. Department of the Interior. [www.nps.gov/planyourvisit/index.htm](http://www.nps.gov/planyourvisit/index.htm).



# SUGGESTED RESOURCES FOR TEACHERS

## General sources for language and methodology

Davies, Paul, and Eric Pearse. *Success in English Teaching*. Oxford University Press, 2014.

Hedge, Tricia. *Teaching and Learning in the Language Classroom*. Oxford University Press, 2000.

Hockly, Nicky. *Focus on Learning Technologies*. Oxford University Press, 2016.

Kolb, David A. *Experiential Learning: Experience as the Source of Learning and Development (2nd Edition)* Pearson FT Press, 2014.

Nunan, David. *Task-Based Language Teaching*. Cambridge University Press, 2004.

Swan, Michael. *Practical English Usage*. Oxford University Press, 2016.

## Extra Activities Resources

### More warmers and fillers

Zakhareuski, Andrei (ed.) *300 New Warmers and Fillers (Warmers, Ice-breakers and Fillers)*. BusyTeacher, 2014.

British Council Spain. Warmers and Fillers. Warmers and Fillers, British Council Spain, [www.britishcouncil.es/sites/default/files/warmers\\_and\\_fillers](http://www.britishcouncil.es/sites/default/files/warmers_and_fillers).

### A site that allows you to create flashcards

Cambridge English. "Flashcard Maker." Flashcard Maker - Create & Print Flashcards in a Flash!, [www.cambridgeenglishonline.com/Flashcard\\_maker](http://www.cambridgeenglishonline.com/Flashcard_maker).

### Techniques to use Reading aloud

Gold, Judith, and Akimi Gibson. *Reading Aloud to Build Comprehension*. Reading Rockets, 23 Aug. 2017, [www.readingrockets.org/article/reading-aloud-build-comprehension](http://www.readingrockets.org/article/reading-aloud-build-comprehension).

### Activities and Games

Vernon, Ann Shelley. *ESL Classroom Activities for Teens and Adults: ESL games, fluency activities and grammar drills for EFL and ESL students*. Create Space Independent Publishing Platform, 2012.

## Extra resources per Unit

### Unit 1

A guide to learn about public services in the US and with ideas for classroom activities that can be useful to transfer to other contexts.

PSRW.org *Public Service Recognition Week Teacher's Guide* Partnership for Public service, 2017.

## Unit 2

Worksheets and directed activities with an online dictionary  
"Key Stage 3." Oxford English Dictionary, OUP, 2017,  
[www.public.oed.com/resources/for-students-and-teachers/key-stage-3/](http://www.public.oed.com/resources/for-students-and-teachers/key-stage-3/).

## Unit 3

A book with ideas on using stories in the classroom.  
Morgan, John and Mario Rinvoluceri. *Once upon a Time: Using Stories in the Language Classroom*. Cambridge University Press, 1984.

## Unit 4

An extra lesson plan to teach likes and dislikes  
Trowbridge, Sally. "All about Me." Teaching English, British Council | BBC, Nov. 2016, [www.teachingenglish.org.uk/article/all-about-me](http://www.teachingenglish.org.uk/article/all-about-me).

## Unit 5

A short podcast discussing future tenses  
"6 Minute Grammar, Future Tenses." BBC Radio, BBC, [www.bbc.co.uk/programmes/p05qwg21](http://www.bbc.co.uk/programmes/p05qwg21).

## Unit 6

A book on using film in the EFL classroom.  
Sherman, Jane. *Using Authentic Video in the Language Classroom*. Cambridge University Press, 2003.

## Unit 7

An article on teaching science content as well as language.  
Toste, Verissimo. "The EFL Classroom: Teaching More than English." English Language Teaching Global Blog, OUP, 27 Oct. 2017, [oupeltglobalblog.com/2014/05/22/the-efl-classroom-teaching-more-than-english/](http://oupeltglobalblog.com/2014/05/22/the-efl-classroom-teaching-more-than-english/)

## Unit 8

A comprehensive and practical guide to using comics in the classroom.  
Thompson, Terry. *Adventures in Graphica: Using Comics and Graphic Novels to Teach Comprehension*. Stenhouse Publishers, 2008.

## Unit 9

An article about the origin and range of the English language.  
Nelson, Libby. "25 Maps That Explain the English Language." Vox, 3 Mar. 2015, [www.vox.com/2015/3/3/8053521/25-maps-that-explain-english](http://www.vox.com/2015/3/3/8053521/25-maps-that-explain-english). Accessed: Dec, 2017.

## Unit 10

An alternative lesson plan on planning trips (2 classes).  
Sanazaro, Cate. "Budgeting for a Trip." Lesson Plan, Scholastic, 2017, [www.scholastic.com/teachers/lesson-plans/teaching-content/budgeting-trip/](http://www.scholastic.com/teachers/lesson-plans/teaching-content/budgeting-trip/).

Distribución gratuita  
Prohibida su venta

The secondary school series **Get Ahead! 1** is designed to help students become successful in their path to communicating effectively in English.

**Get Ahead! 1** is a dynamic and practical program, with challenging, fun and interesting tasks that promote cooperation and whole-individual development centered on critical thinking skills.

The **Get Ahead! 1** educational package is comprised of:

- **Student's Book** An attractive practice book that can be used in the classroom and at home.
- **Teacher's Guide** A practical guide with detailed directions on how to conduct a class using all the components.
- **Reader** An anthology featuring 10 interesting, original texts.
- **Audio CD** All the SB audios, and extra resources for teachers.

ISBN: 978-607-8495-37-5



9 786078 495375 >