


# Teacher's Book



  
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# Teacher's Book

Got it!



LAROUSSE

Francisco Zamarrón Terán

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## ESTRATEGIA NACIONAL PARA EL FORTALECIMIENTO DE LA ENSEÑANZA DEL INGLÉS

Programa Nacional de Inglés.  
Para alumnos en Educación Básica. PRONI

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## Dear Teacher,

This book has been designed to help you understand how to use and complement the Activity Book by suggesting additional activities, reinforcing concepts and presenting all the students' activities as well as guiding them in the use of the Reader's Book. The objective of the book is to help you construct significant learning environments that favor the achievement of the expected learning. It fully covers the Activity Book and its components while also provides tips to engage students in the learning process, creative ideas for product development and extra material to aid instruction. In addition, it includes technological suggestions, scripts and lyrics of all the audio tracks. In this book, you will find the answers to all the exercises and suggested worksheets.

In the Activity Book you will find three main sections: **Get on! Get in! and Got it!**. Through the activities suggested in this sections students will pass by a first process of experiencing the language, followed by the process of observation, analysis and controlled practice to finally proceed to conceptualization through practice. You will also find specific lessons to consolidate and review the concepts worked during the Unit.

Through the proposed activities and products students develop the social practices of the language. Each unit develops specially designed social environments where students will be able to experiment with the language and which are significant for them. The activities are specially made so you can:

- encourage autonomous learning.
- urge pair, team and group work that are fundamental to provide both exposure to and consistent language practice.

The Reader's Book is composed of five narrative and five informative texts that will help you contextualize each of the social practices of the language being worked on, and offer students the opportunity to improve their reading skills. A narrative or informative reading accompanies a group of 4 lessons and it is based on a specific social practice of the language that will be developed through the corresponding lessons in the Activity Book. At the end of each reading, an assessment is suggested to verify student's understanding.

Finally, you have a CD that includes dialogues, narrations, questions and songs for each unit that will help students reinforce their listening skills. It also includes digital cards as visual aids to reinforce or teach new vocabulary and practice reading and spelling. Additional worksheets have also been included as suggestions for complementary work. You will find all the transcriptions of the audio tracks in your teacher's book.

## Methodology

To enrich your work I suggest that you:

### Before Class

- Design a lesson plan that answers *what?* (content), *why?* (reason) and *how?* (the formula) to achieve what is intended. We have prepared for you a table of contents that includes the different social practices of the language and the achievements expected in each unit.
- Use materials that promote learning, confidence and satisfaction and the desire to grow.
- Use activities that experiment with the language in different social practices.

### In class

- Follow your lesson plan, but don't hesitate to alter it if necessary. Make a note for further evaluation and adjustments.
- Make sure students observe and notice the new communication tools.
- Encourage them to apply the new knowledge in different ways.
- Recycle what they already know in challenging contexts.
- Have them check each activity so they will have a chance for self-correction and afterwards self-assessment.

### After class

- Invest some time to compare the results of your actual work with your lesson plan.
- Evaluate it and in doing so you are evaluating yourself.
- If you do it, you will surely have a better result next year, and so on.

### What about you?

- You are a very important person in this process.
- You are like the conductor of an orchestra, your musicians are not equal because they play a different instrument, so your task is to get the best of each one to make a performance.
- In other words, you are a leader, who can convince them, make them discover abilities and increase their self-esteem. You are for them someone they trust and respect, in other words, a leader!

Sincerely,

The author

# Structure of the series



## **Learning Social Environment**

It indicates to which environment the unit belongs.

### **communicative activity**

It comes from the learning social environment and set what the students will do to achieve communication.

### **social practice of the language**

It offers to the students the opportunity to participate in communicative exchanges applying knowledge, abilities, attitudes and strategies.

### **achievements**

They refer to what the students will learn along the unit through the activities in each lesson.

### **Opening**

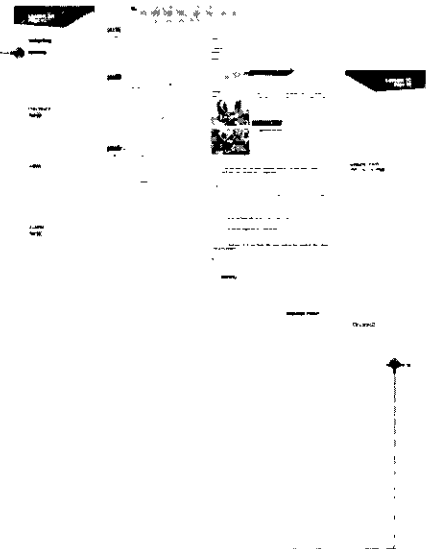
In this section you will find some suggested activities to get the student's attention and introduce the topic before start the class. It is important to ask for the participation of the students.

### **Procedure**

There are two parts in this section, get on and get in. Both of them give you some suggestions to develop each activity in the student's book.

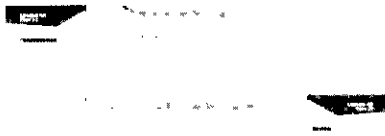
### **Closing**

This is the last section of the lesson named Got it where you can ask to students to work in teams, exchange opinions and share ideas about the topic in the lesson. You will find some suggested activities in this part.



### **Homework**

In this section you can find tasks for the students to do at home in order to start the following class with a brain storming about the topic or sharing the answers written by the students.



### **Review and consolidation**

You can use both sections as a guide for the students before they present a test. Also, these parts of the unit will be useful for you to identify a low academic performance and reinforce it before an examination.

### **Miniatures**

Reproduce the page of the Student's book which is useful in order to identify the lesson sections in an easy way. Next to each miniature there are some suggestions to carry on the class according to each activity. You will find the answers of the exercises in them.



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# Suggested planning

	Period	Unit	Lesson	Environment
August	Week 1	Unit 1: Community service	Lesson 1: What's community service?	Family and community
August	Week 2		Lesson 2: Tutoring	
September	Week 3		Lesson 3: Happy dialogues	
September	Week 4		Lesson 4: Consolidation and review	
			Product: Acting-out a dialogue	
			What I got to learn and can do!	
September	Week 5	Unit 2: Classic stories	Lesson 5: Fables	Ludic and literary
September - October	Week 6		Lesson 6: Sleepy princess	
October	Week 7		Lesson 7: Leopards and spots	
October	Week 8		Lesson 8: Consolidation and review	
			Product : Big Book	
			What I got to learn and can do!	
October	Week 9	Unit 3: Many words	Lesson 9: English/Spanish	Academic and educational
October	Week 10		Lesson 10: English words	
October -November	Week 11		Lesson 11: Meanings	
November	Week 12		Lesson 12: Consolidation and review	
			Product: instructions to use bilingual dictionaries.	
			What I got to learn and can do!	
November	Week 13	Unit 4: Silent movies	Lesson 13: Silent movies	Family and community
November	Week 14		Lesson 14: Why does music matter?	
November	Week 15		Lesson 15: Dialogues	
December	Week 16		Lesson 16: Consolidation and review	
			Product: Script for a silent short movie	
			What I got to learn and can do!	
December	Week 17	Unit 5: In the future...	Lesson 17: Predictions	Ludic and literary
December	Week 18		Lesson 18: The future	
January	Week 19		Lesson 19: Graphs	
January	Week 20		Lesson 20: Consolidation and review	
			Product: Forecasts	
			What I got to learn and can do!	

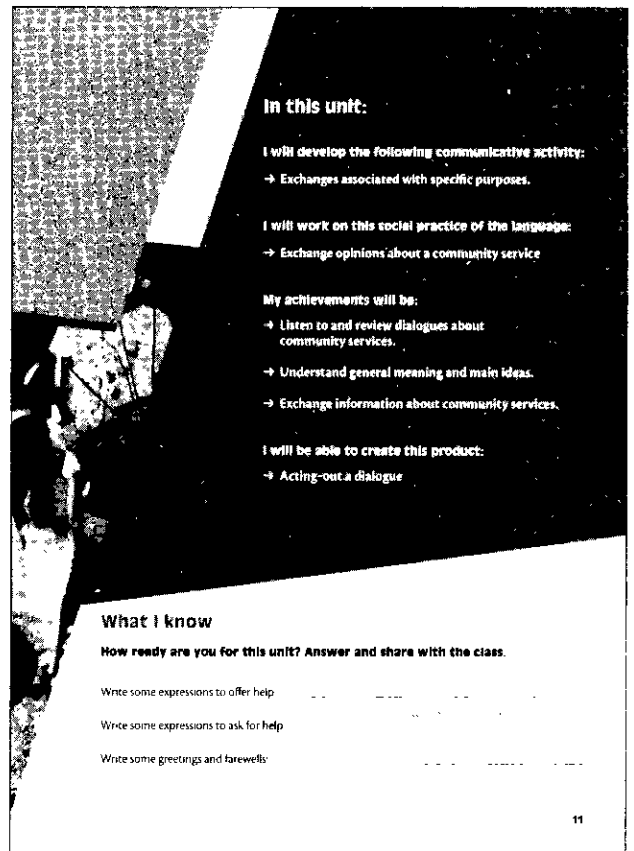
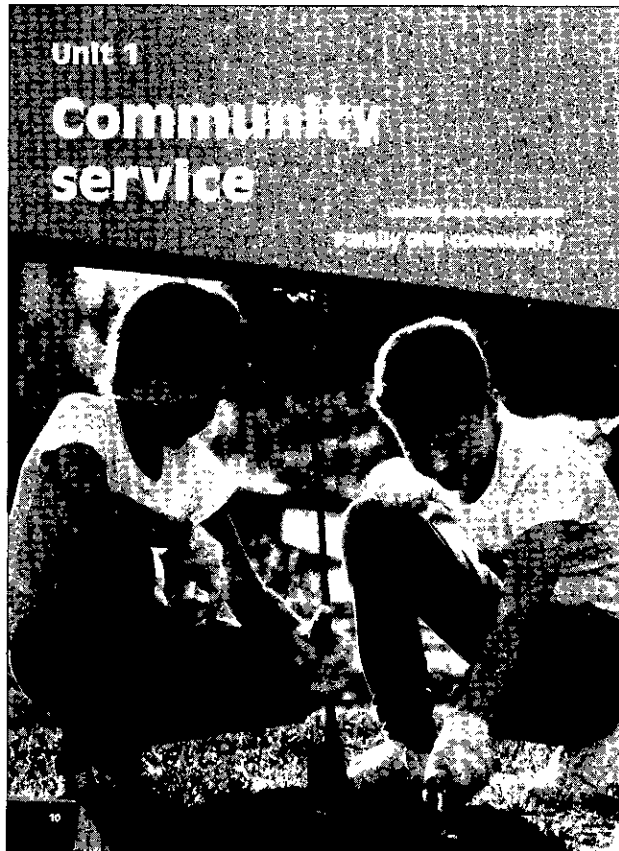


Communicative activity	Social practice of the language	Achievements	Associated Reading	Didactic resources
Exchanges associated with specific purposes.	Exchange opinions about a community service.	<ul style="list-style-type: none"> <li>• Listen to and review dialogues about community services.</li> <li>• Understand general meaning and main ideas.</li> <li>• Exchange information about community services.</li> </ul>	FACTS: Improve your community	Student's Book Reader's Book Page 5 Audio tracks 2 to 6 Flash cards
Literary expression	Read classic tales.	<ul style="list-style-type: none"> <li>• Select and review classic stories.</li> <li>• Understand the general sense and main ideas of classic stories.</li> <li>• Compare variants in pronunciation and writing.</li> <li>• Express key events orally.</li> <li>• Rewrite key events.</li> </ul>	STORY: The happy prince	Student's Book Reader's Book Page 17 Audio tracks 7 to 11 Flash cards
Interpretation and follow-up of instructions.	Write instructions to use a bilingual dictionary	<ul style="list-style-type: none"> <li>• Select and review bilingual dictionaries.</li> <li>• Understand the use of textual components of bilingual dictionaries.</li> <li>• Write instructions.</li> <li>• Edit instructions.</li> </ul>	FACTS: Dictionaries	Student's Book Reader's Book Page 29 Audio tracks 12 to 14 Flash cards
Exchanges associated with means of communication.	Compose dialogues and interventions for a silent short movie.	<ul style="list-style-type: none"> <li>• Review silent movies.</li> <li>• Understand general sense and main ideas.</li> <li>• Produce dialogues and interventions.</li> </ul>	STORY: My grandfather the projectionist	Student's Book Reader's Book Page 43 Audio track 15 Flash cards
Ludic expression.	Produce constructive forecasts about others.	<ul style="list-style-type: none"> <li>• Review written examples of predictions</li> <li>• Identify ways to express future actions.</li> <li>• Ask and answer questions to understand predictions.</li> <li>• Write statements that express future to make predictions.</li> </ul>	STORY: Imagine the future	Student's Book Reader's Book Page 55 Audio tracks 16 and 17 Flash cards

# Suggested planning

	Period	Unit	Lesson	Environment
January	Week 21	Unit 6: Our body	Lesson 21: Cells	Academic and educational
January - February	Week 22		Lesson 22: Blue blood	
February	Week 23		Lesson 23: Skulls and spines	
February	Week 24		Lesson 25: Consolidation and review	
			Product: Notes for a human body system diagram	
			What I got to learn and can do!	
February	Week 25	Unit 7: Likes and dislikes	Lesson 25: What I like is...	Family and community
February - March	Week 26		Lesson 26: Openings	
March	Week 27		Lesson 27: Do you like texting?	
March	Week 28		Lesson 28: Consolidation and review	
			Product: Dialogue about preferences and dislikes	
		What I got to learn and can do!		
March	Week 29	Unit 8: Comic strips	Lesson 29: What is a comic strip?	Ludic and literary
March	Week 30		Lesson 30: Knowing comic strips 1	
April	Week 31		Lesson 31: Making comic strips 2	
April	Week 32		Lesson 32: Consolidation and review	
			Product: Discussion	
			What I got to learn and can do!	
April-May	Week 33	Unit 9: Language diversity	Lesson 33: Linguist diversity	Academic and educational
May	Week 34		Lesson 34: Endangered languages	
May	Week 35		Lesson 35: The way we speak	
May	Week 36		Lesson 36: Consolidation and review	
			Product: Oral presentation	
			What I got to learn and can do!	
May	Week 37	Unit 10: On a trip	Lesson 37: Tours	Family and community
June	Week 38		Lesson 38: Long or short trip?	
June	Week 39		Lesson 39: An itinerary	
June	Week 40		Lesson 40: Consolidation and review	
			Product: An Itinerary	
			What I got to learn and can do!	

Communicative activity	Social practice of the language	Achievements	Associated Reading	Didactic resources
Search and selection of information.	Write notes to develop diagrams of human body systems.	<ul style="list-style-type: none"> <li>Analyze and understand information about human body systems.</li> <li>Propose and answers questions about the human body systems.</li> <li>Write notes to describe diagrams.</li> <li>Edit diagrams in teams and with the teacher's guidance.</li> </ul>	FACTS: The Human Body	Student's Book Reader's Book Page 67 Audio tracks 18 and 19 Flash cards
Exchanges associated with information about oneself and others.	Exchange compliments, likes and dislikes in an interview	<ul style="list-style-type: none"> <li>Listen and review likes and dislikes in interview dialogues.</li> <li>Understand the general sense and main ideas in the dialogues.</li> <li>Express compliments, likes and dislikes in dialogues.</li> </ul>	STORY: Ethan's Spotlight Magazine Interview	Student's Book Reader's Book Page 81 Audio tracks 20 to 22 Flash cards
Understanding myself and others.	Read comic strips to discuss cultural expressions.	<ul style="list-style-type: none"> <li>Select and review comic strips.</li> <li>Interpret the content of comic strips.</li> <li>Exchange opinions about cultural expressions in a discussion.</li> </ul>	STORY: Cosmic Riders	Student's Book Reader's Book Page 95 Flash cards
Information processing.	Present information about linguistic diversity.	<ul style="list-style-type: none"> <li>Select information.</li> <li>Read information.</li> <li>Practice a presentation.</li> <li>Give a presentation.</li> </ul>	FACTS: Languages in the world	Student's Book Reader's Book Page 107 Flash cards
Exchanges associated with the environment.	Agree with others on a travel itinerary.	<ul style="list-style-type: none"> <li>Search and consult information.</li> <li>Compare pros and cons of ideas and proposals.</li> <li>Build arguments to defend ideas and proposals.</li> <li>Listen to and express pros and cons to reach agreements.</li> </ul>	FACTS: My travel itinerary	Student's Book Reader's Book Page 121 Audio tracks 23 and 24 Flash cards



Welcome to the first unit. Now that you are starting to work with your class, it'd be a good idea to increase your understanding of who your students are, their backgrounds and educational experiences. This may provide you with a better understanding of their educational needs and ways to support them. You can engage a short conversation about their experience on learning English. Listen to their feelings and opinions. This will also let you evaluate their oral skills.

To introduce the unit, you can have students predict what it will be about based on the pictures.

Draw their attention to the image and ask some prompting questions about it. Provide vocabulary if necessary. Where is this? What do you think these kids are doing?

You can next focus students' attention on the title of the Unit, and ask them if they know what *community service* means.

Then, you may go over the objectives and expected achievements of the unit with students. Ask some volunteers to say what they understand using their own words.

Next, you can let students answer the *What I know* section so you can check previous knowledge on the topic.

# What's community service?

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

### Get On! Pairwork

1. Analyze the sign.  
Discuss:  
What services are they offering?  
What activities do you think you have to do in each case?

## Community Service

- Volunteers Needed**
- Animal shelter
  - Kitchen / Restaurant aid
  - Afterschool tutoring

If interested call the city of Santa Ana  
Mayor's office (55) 3728-7891  
www.santaana.gov

### Get In!

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

community    voluntary    dictionaries

Santiago, do you know what community service is?

No idea, but you can find information in dictionaries, books or the Internet.

OK... community service is: voluntary work intended to help people in a particular area.

Let's look in this dictionary.

Sure it does. Perhaps we should look further into it and call the number on the sign.

Great! Let's talk afterward. Thank You.

Sounds like an interesting way to help people.

I can call and ask for further information when I get home.

### Got It!

3. Read the dialogue and answer the questions in your notebook.

- a. What is the discussion about?
- b. What does she think about community services?
- c. Where did they find the information on the topic?
- d. What other sources of information do you know?
- e. Where do you search for information?

intend  
(v) to direct

12 Unit 1

## What's community service?

### Opening

It's a good idea to start the lesson by writing *Community Service* on the board. You can brainstorm words or phrases that come to students' minds and write them on the board. Example: *help, donate, do something, cooperate, etc.*

## Procedure

### Get On!

Have students look at the sign. In pairs they should discuss the questions. Remember that when you have your students work in pairs, they become partners in learning.

Encourage them to give as many ideas as possible. Then, ask them to share their ideas with another pair before you check with the whole class.

### Get In!

You can start by introducing the characters: Loren and Santiago.

Then, ask the following questions: *Do you think these young people are friends? What do you think they are doing?* Remember to clarify any vocabulary word that may cause a problem before students start listening. Play the track as many times as necessary. Have students listen to the dialogue, read and fill in the blanks.

Next, ask students: *What kind of resources do you use when you need to find the meaning of a word?*

Try to elicit answers from different students. You can take a poll to see which resource is more popular. You could also elicit some advantages and disadvantages the resources.

It's advisable to encourage students to use English as much as possible in class.

Finally, to exploit the activity, it is a good idea to ask students to choose a partner and give them a few minutes to practice the dialogue. Make sure they switch roles.

You may ask some of the pairs to perform the conversation in front of the class using their own names.

### Got It!

You can now ask students to answer the questions individually first, and then share and compare their answers with a partner. Have them ask each other the questions engaging a short conversation.

### Word Bank

Point out the Word Bank box. Let students know that they will find it throughout the book to help them check some new words.

Remember that it is great to encourage students to become independent learners. Advise them to do some research about what kind of voluntary work can be done in their community. This information will be useful in the next lessons.

**Opening**

As a warm-up, you can ask students to remember *Santiago and Loren*. What was Loren doing in the last lesson? What was her homework about? Do you think she finished her homework?

Next, you can ask students what they know about community service. Elicit some examples.

Then, you can ask them to mention some benefits of volunteering. Examples:

*Gives you a way to help others*

*Helps improve your community*

*Can be a way to meet new friends*

*Gives you a way to gain work experience and learn more about certain jobs*

**Procedure**

**Get On!**

Have students read the ideas in the first column and find the match in the second column. Students can check their answers with a partner before they say the answers to the teacher.

Now, you can ask volunteers to read the complete correct sentences out loud. You could also ask students to explain each statement in their own words.

**Get In!**

This is a good moment to ask students what they have found out about voluntary work in their community.

You can gather students in small groups. Let them discuss the kind of voluntary work that can be done in their community and who would get benefited.

When they have finished, give them the chance to compare their work with other teams.

Remember that breaking your students up into small groups so that they can practice the language is perhaps one of the most effective ways of getting them to speak.

**Get On!**

1. This is the information that Santiago and Loren found. Match the parts to complete the statements about community service.

- |   |       |  |
|---|-------|--|
| 1. Community service is work                        | ( a ) | a. so your own community reaps the benefits of your work   |
| 2. It is often done near the area where you live,   | ( u ) | b. but volunteer your time.  |
| 3. You do not get paid to perform community service | ( b ) | c. through a local group, such as a place of worship, school, or non-profit organization, or you can start your own community service projects |
| 4. Community service can help                       | ( c ) | d. done by a person or group of people that benefits others.   |
| 5. Community service is often organized             | ( r ) | e. many different groups of people: children, senior citizens, people with disabilities, even animals and the environment.                     |

**Got It!**

2. Complete the table about Community service. Compare your table with your teammates'.

<b>Community services</b>	<b>Who will benefit?</b>
---------------------------	--------------------------

**Get In!**

3. From your list in exercise 2, answer the following questions in your notebook.

- Are there any of these community services offered in your community?
- Are they voluntary or mandatory?
- Who can benefit from these services?
- What kind of community services do you think your community needs?

**Closing**

**Got It!**

Go over the instructions in Activity 3 and ask students to answer the questions individually.

You may have students work in small groups, encourage them to work with different classmates.

Advise students to work as a team sharing and discussing their individual answers.

Ask a member of each team to share their final conclusions with the rest of the class.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

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

27 minutes

**exchange**  
(v) an act of giving one thing and receiving another

1. Write three activities you would like to do as a community service volunteer. Then, exchange the information with another team.



**Language Focus**

**Suggestions and advice:**

Use **Should**, **Can** and **Could** to make suggestions and give advice:

- You should participate.
- You can help elderly people.
- We could donate our clothes.

Student's own answer

*I have a terrible stomachache.*

*You should visit the doctor.*

*You shouldn't self-medicate.*

Model the structure and elicit from them some advice for the next situations:

*I need to buy a car.*

*I'm very sleepy.*

*I don't understand English.*

**Getting ready for your product**

Let students know this section will help them get ideas and start working on the creation of their product (Acting-out a dialogue).

Model the activity so that students can be sure what to do. You can write some examples of questions they may ask on the board:

*What can I do to help people in need? How can I donate clothes? Where should I call if I want to collaborate in a project to reforest areas in my community?*

Students first write their questions individually. Advise them to ask about community services they are interested in. Next, encourage them to get involved in a short conversation by giving their teammates advice. Provide helpful phrases they can use:

*I think you should... You can... You could... I don't know but we can find out...*

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

**Homework** Ask students to read pages 8, 9, 10 of their Reader's book and to select a project they find interesting. Tell them to write it in their notebook and to mention why they would like to participate in a project like that.

6 minutes

Getting ready for your product

Write four questions to ask about community services. Then, have a short conversation with your team. Give your partner suggestions.

Example:

A What can I do to help protect street dogs?

B You could look for an animal shelter nearby.

Student's own answer

• Can you exchange information about community services?

Yes, I can.

Not yet, but I will.

• Can you give suggestions for voluntary work?

Yes, I can.

Not yet, but I will.

**Team Work** Read pages 8, 9, 10 in your Reader. Which project would you like to be part of? Why? Compare with your teammates.

14 Unit 1

**Opening**

You may want to start the lesson by focusing students' attention on the pictures. Elicit what they think is going on. Remember to give them the opportunity of expressing themselves freely.

Next, you can write the phrase "Voluntary work" on the board. Ask students if they have ever done activities like the ones in the pictures, or others, and encourage them to express how they felt and to give a short opinion on the experience.

1. Have students work in groups. They should discuss activities that can be done as community service. Ask them

to focus on plausible actions in their town or city. Then, they should write three activities that interest them. Have them exchange the information with their team first and then with another team.

**Language Focus**

You can now go over the information in the box with students. Make sure they understand what giving advice is.

Explain that the modals "can", "could", "should" and "shouldn't" are used to give advice / recommendation. Write some examples on the board.

## Tutoring

### Opening

As a warm-up, remind students about the topic and elicit ideas about what is good and what needs improvement in their community, and write them on the board.

Ask them what they can do to help solve the problems in their community, and encourage a short conversation on the topic.

### Procedure

#### Get On!

This time you can have students read the instructions and answer individually.

Students match the words in column A with their synonyms in column B. Again, it would be a good idea to have them first compare their choices with their partner's before giving answers to the teacher.

#### Get In!

You can go over this activity as follows:

First, ask students to close their books and listen to the recording. Check comprehension by having some students use their own words to say what they understood. Next, have them read the text and try to mark the correct word from what they remember. Then, play the track again for students to check their answers.

### Closing

#### Got It!

Now, it's time for students to write their personal opinion about community service. Help them when necessary.

Have students work in small groups and ask them to discuss their opinions with their classmates, allow them to complete their ideas with extra information and to change their previous answers or points of view.

#### Get On!

1. Match the words with their meanings.

- |             |                          |
|-------------|--------------------------|
| a.          | (d) refuge               |
| b. building | (e) depend/confide       |
| c.          | (a) instructing/teaching |
| d. shelter  | (c) physical environment |
| e. rely     | (b) constructing         |

**habitat**  
(n) the place in which a person, group, class, etc is normally found

**meaning**  
(n) signification

**tutoring**  
(v) to coach, guide, instruct, teach

#### Get In!

2. Listen and circle the correct word. Then, listen again and check your answers. Make a list of different community services in your notebook.

"Things which could be considered community service include tutoring people(children) building(home)houses in low income areas with Habitat for Humanity, assisting the elderly, socializing pets(animals)at animal shelters, being a museum docent, performing habitat restoration, contributing to the operations of volunteer fire departments and helping(emergency)services, or helping with civic beautification. In all cases, community service work is performed by workers(volunteers)who are not paid for their time. In some instances, the work would not be accomplished without the work of such volunteers, and many small organizations rely on people with community spirit to survive."



#### Got It! Teamwork

3. Write your opinion about community service. Then, share and discuss your ideas with your teammates.

\_\_\_\_\_ Student's own answer

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.



Date:

**Get On!**

1. Listen to this news reporter. Choose the correct word. Then, listen again and check your answers. Then, discuss with a partner the purpose of the text.



"Good morning. This is S.E. Smith from XMEX news. Today's coverage is about Community Service. Let's start. For people who are not affiliated with part of an organization, finding community service opportunities is . . . In many cases, an organization which needs the assistance of volunteers has a volunteer coordinator/director. Contact the organization you are interested in to ask about volunteers, or check around town for organized community service tasks/activities.

For people who are new to a community, community service can be a great way to learn/know more about the place in which they live and the people they live with. Community service may be required for things like high school graduation/ day or membership in an organization, in which case the school or organization often helps to organize community service opportunities.

But community service can also support/help to ensure that important services like meals for the elderly/youngsters and volunteer fire departments continue to run. It also helps to build a rich and supportive community of people who know each other and lend each other a hand when it is needed.

**Get In!**

2. Discuss and answer the following questions about the news.
  - a. What is the report about?
  - b. Who is the information addressed to?
  - c. What's your opinion about the suggestions given?

**Got It!**

3. Write four questions to ask about the information provided in the news report and the article on page 15. Your partner will answer based on the texts.
 

**Example:**

What are some suggestions given in the report?

How can we find out more about the community service opportunities?



affords students an opportunity to learn from each other.

Encourage students to use English at all times.

To wrap up, ask some students to share their ideas with the class and talk about their conclusions.

**Closing**

**Got It!**

Students think of questions to get the information about community service provided in both texts.

After they have written their questions, they should get in pairs and ask each other. Remind them they will use the information in the texts to answer.

If you consider it necessary, give some examples of questions they may ask: *According to the first paragraph, is it easy or difficult to be a volunteer? What can you do if you are interested in volunteering? Do all organizations have a volunteer coordinator?*

**also**  
+adv/ likewise too

**bulletin boards**  
n) a board on a wall on which notices can be put

**easy**  
+adj/ not difficult

**opening**  
n) the first part or stage of something

**Opening**

Draw students' attention to the picture and ask them the next questions: *What is the lady's profession? What is she doing? What do you think she is talking about?*

**Procedure**

**Get On!**

You can have students first listen to the recording with their books closed.

Ask them to focus on this information:

- What is the purpose of the report?*
- Who is it for?*

What are some suggestions given in the report?

Play the track again and ask students to mark the words they hear. Check the correct answers.

You can now elicit new vocabulary words, write them on the board and have students help define them.

**Get In!**

Have students discuss in pairs and write their answers.

Remember that allowing them to check each other's answers, apart from the advantage of correcting obvious mistakes,

**Opening**

It's a good moment to summarize with students what they have learned about community service so far. Allow time for a brainstorming session. Invite students to say what comes to their minds as they hear the concept.

**Procedure**

1. Ask students to read the instructions in Activity 1.

Have students come up with different ways to do community service. By this time, they have gotten enough information to do the task.

Check as a group and ask them to share their answers.

2. Ask students to read the activity and match both columns.

Tell them to ignore for now the words they don't know and to focus only on matching the information.

Play track 5 to listen to the complete dialogue. Students should listen and make any necessary corrections according to the audio track.

Ask students to write the dialogue in the correct order in their notebooks.

You can now get students in pairs and ask them to practice the conversation switching roles.

**Language Focus**

Go over the chart with students. Ask them to help you give more examples. Write some polite requests on the board. Have some volunteers answer the questions. Remind them the answers to a polite request are usually short ones.

1. Make a mind map with different ways to do community service.

2. Read and match the questions with the answers. Then, listen and check. What is the dialogue about?

Now, practice with a classmate and exchange roles.

**FRIEND:**

- a. How many community services are there? ( 5 )
- b. Which services involve manual labor? ( 2 )
- c. Are elderly people considered? ( 4 )
- d. Are emergency services important? ( 1 )
- e. Why is animal socializing important? ( 3 )
- f. What can be done in museums? ( 6 )

**YOU:**

- 1. You can serve as a guide.
- 2. Because they need to be trained
- 3. There are eight.
- 4. Most definitely.
- 5. Yes, they are
- 6. Building homes, assisting the elderly, habitat restoration and civic beautification

**Language Focus**

**Polite requests**

Request	Saying Yes	Saying No
Can / Will you...?	Yes, sure.	Well, the problem is...
Could / Would you...?	Yes, of course.	Sorry, but...
Do you think you could...?	Certainly.	

help  
(v) to give  
assistance

You are calling to ask for information about a community service you are interested in. Complete the dialogue. Then, practice with your team.

- A: Hello? This is \_\_\_\_\_ How can I \_\_\_\_\_ you?
- B: Can you \_\_\_\_\_ (Community service center) \_\_\_\_\_?
- A: \_\_\_\_\_
- B: Would you please \_\_\_\_\_?
- A: \_\_\_\_\_
- B: Do you think I could \_\_\_\_\_?
- A: \_\_\_\_\_
- B: OK, thank you very much.

What was difficult about this activity? If necessary, ask your teacher for help.

Getting ready for your product

**Getting ready for your product**

Remind students this section helps them get practice for the creation of their product. Let them complete the dialogue. This time they will focus on polite requests. Check their writing to correct mistakes. Then, they practice it with different classmates. They should pay attention to their acting too. Encourage them to show emotions, use body language and voice projection. Have some pairs do it at the front.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

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

**Get On!**

1. Complete the dialogue with the words in the box. Then, practice the conversation with a partner.

plates can accepted volunteers think

helping in a kitchen would be great.

Ok, what do you have in mind?

Maybe we can help by cleaning or serving

That's something we do for sure!



change (v) to alter or make different  
see (v) to look at

I will call and ask if they will have us as volunteers.



Sounds great! I hope we are accepted

**Get In!**

2. Complete the dialogue according to the indications. Then, listen and check your answers.

- |   |   |
|---|---|
| <p><b>A:</b></p> <p>a. Morning! Meals for All?</p> <p>b. I'd love to work with you.</p> <p>c. I'm an excellent cook</p> <p>d. When do I begin?</p> <p>e. That's OK.</p> <p>f. See you tomorrow!</p> | <p><b>B:</b></p> <p>Good morning! Can I help you? _____</p> <p>answer enthusiastically</p> <p>Right! What can you do? _____</p> <p>ask what she can do</p> <p>Really? That's great. _____</p> <p>express happiness</p> <p>Thank you so much! _____</p> <p>say when</p> <p>Thank you so much. _____</p> <p>thank</p> <p>See you then! _____</p> <p>answer farewell</p> |
|---|---|

**Got It!**

3. Choose with your partner one of the conversations above. Write some parts to ask about other community services and create your own dialogue. Your teacher will give you examples.

Have students practice the dialogue paying special attention to voice projection and body language as well as intonation and everything that helps them express feelings and emotions.

**Get In!**

Draw students' attention to the picture and ask: *How old is this girl? How old is the man? Do they look angry/ scared/ happy/ sad? What are they doing?*

Have students read the first column and guess whose answers those are, the girl's or the man's.

Have them read the second column and make sure they understand what kind of sentence is needed on each line.

Ask students to work individually on the activity. When students finish, have them work with another classmate to compare their answers. Then, play the recording and check with the class. Accept correct answers although they are different from the track.

**Closing**

**Got It!**

Students will now write their own dialogues based on the ones in this lesson, but talking about other community services.

Give them an example on the board:

Dialogue 1

A: I think helping in an animal shelter would be great.

B: Ok. What do you have in mind?

A: Maybe we can help by walking or feeding the dogs.

Etc.

Dialogue 2

A: Good Morning! Happy Dog Shelter?

B: How can I help you?

A: I'd love to work with you.

B: Right what can you do?

A: I'm excellent walking dogs.

Etc.

To wrap-up, have students perform their dialogues at the front.

**Happy dialogues**

**Opening**

As a warm-up you can write the word "feelings" on the board and divide the class into four groups.

Ask students to write as many feelings as they can think of on a piece of paper. Set a time limit of five minutes.

Have a volunteer from each group come to the front and write their answers on the board.

This activity has the purpose of focusing students' attention on expressing feelings and emotions when they read or say a dialogue.

Let them be aware that through some expressions, we can also express feelings.

**Procedure**

**Get On!**

Ask students to remember Santiago and Loren from lesson 1A. Make sure they understand the task. They have to use the words in the box to complete the conversation.

Go over the activity and set a time limit of 3 to 5 minutes to do it.

Elicit the answers from students to check the activity and have them correct any possible mistakes.

**Opening**

You can introduce the lesson by telling students that there is a popular saying (a short expression that generally contains advice or wisdom) that goes:

“Do what you love, and you’ll never have to work a day in your life.” Write it on the board. Encourage students to give their opinion about it.

**Procedure**

**Get On!**

Tell students the next activity is to test their memories. Encourage them to answer the questions without looking at the dialogue on the previous page.

Read the instructions to the class and ask students to work individually. Set a time limit of 5 minutes.

Get students in pairs and ask them to share their information with each other. Set a time limit of 8 to 10 minutes for them to discuss their answers.

Monitor their work and make sure they are using English.

**Get In!**

Get students in small groups. Remember it is advisable to change the partners quite often so that the students won’t get bored with the same partners.

Remind them of the topic at the start of the lesson and let them get involved in a conversation. Provide students with enough time to formulate their responses.

**Closing**

**Got It!**

After a reasonable time, ask students to focus on the next topic. They can go back and check the information in this unit as well as what they have read in their Reader.

**Get On!**  **Get On!**

1. Listen to the dialogue in exercise 2 in the previous page. Then, answer with a classmate.
  - a. What is the dialogue about? *His job. It's about a job.*
  - b. Where is she? *In a public space.*
  - c. What does she want? *To work.*
  - d. What does he want? *A book.*
  - e. Who is happy? *The man.*



**Get In!**  **Get In!**

2. What are some things that you are good at? Where are some places where your skills can be used? Discuss with your partners and exchange options.

**Got It!**  **Got It!**

3. What are some important factors to consider when volunteering? Discuss with your team. Write your conclusions.

Student's own answer

need  
(n) want of something  
(v) to require

**Get On!** Read the information on pages 13–15 of your Reader and do the activities on page 16.

You can advise them to exchange opinions first, before writing anything.

You may suggest they make a list.

Monitor their work and provide help as needed.

When students finish their work, ask for volunteers to share it with the class.

**Homework** Ask students to read pages 13–15 of their Reader's book and to do the comprehension activities on page 16.

Date:

REMEMBER

1. Read these parts of a dialogue and number them in order. Rewrite the conversation in your notebook and practice it with a partner.

collect  
(vt) to assemble or bring together

- ( 1 ) That's great! I'd like to do some voluntary work too!
- ( 2 ) Come with me! There are a lot of jobs we can help.
- ( 3 ) Hello! Sandy
- ( 4 ) How can I help?
- ( 5 ) Well, you should put some signs in the area where you found it.
- ( 6 ) That sounds good! What else can we do?
- ( 7 ) Sure! We can help you. First, we can try to find the owner.
- ( 8 ) I need your help. I just found a lost dog. I know you're doing some community service for a dog shelter. Can you help me?
- ( 9 ) Hi! Robert. What's up?
- ( 10 ) If we don't find the owner, we can find a new home for the dog.

2. Identify the opening (a way to start a conversation), body (the development of the conversation around the topic) and closure (the conclusion or ending of the conversation) in this dialogue. Your teacher will help you.

3. Work with your partner and write a similar dialogue about a different situation. Change the underlined parts according to the new situation.

Example:

*I want to know more about the different clubs in our community. I'd like to know more about sports and music. Can you help me?*

Getting ready  
for your product

Collect all the information you have about community service. Exchange information with your partner and decide what you can use to you create your final dialogue.

- Select the community service you have more information about or the one you like best.
- Discuss possible openings, topics and ways to end your dialogue.
- Write a first draft of your dialogue.
- Write all your ideas. Keep them ready for your final work.
- Share your dialogue with another pair. Exchange opinions and suggestions to improve your dialogues.



20 Unit 1

### Opening

Before the lesson starts, tell students that you were doing some research about community service in your community and you found many possibilities to help. Write examples on the board.

You can ask your students: *What activity would you choose if you had to choose one?* Also ask them to explain/justify their choice.

Remind students they can find several examples of community services in their Reader.

### Procedure

1. Remind students this section helps them practice towards the creation of their product.

Have them work in pairs and set the dialogue in order. (1-10)

Next, they should write it in their notebooks to check if the way they arranged it makes sense.

You can now check the correct order with the class.

Then, allow them to practice the conversation.

2. Try to make sure students identify the structure of a dialogue. Write it on the board and elicit more examples.

Opening:  
How the dialogue begins.

*Good morning, Community shelter, May I help you?*

Body:  
The development of the topic.

*– Yes, I'd like to know what kind of services you offer.*  
*– Sure! We offer...*

Closure:  
The end of the dialogue.

*– OK. Thank you very much for the information.*  
*– You're welcome.*

3. Students will now create their dialogue based on the previous one. They can substitute the underlined information with other words related to the community service they choose to talk about.

Provide the appropriate guidance for students to develop their dialogues.

They should pay attention to their acting too. Encourage them to show emotions, use body language and voice projection. Have students perform at the front. Explain that this is a rehearsal for their final presentation.

### Closing

#### Getting ready for your product

It's a good idea to give students some time to check throughout the unit to review information about different ways to offer community service.

Product partners decide together which one they want to work on.

Let students plan together the structure of their dialogues. Remind them to take notes that will be helpful for the creation of their dialogue.

### Consolidation

1. Have students read the text and choose the suggestion they like best. Encourage students to try to guess the meaning of words they don't know from the context so they won't interrupt their reading every time they find new words.

Divide the class into pairs. Tell them to discuss the option they chose and say why they think it is the best idea for them. Check with the class. Find out together which suggestion was the most popular.

2. Tell students to go over the text again and complete the statements individually. Then, let them check their answers in pairs before saying answers to the teacher.
3. In this activity, students should work in teams. It is advisable to have them work with different classmates. This contributes to developing social and collaborative skills.

Have them discuss several suggestions to get into community service with their teams and write them in their notebooks.

You can provide them with some examples. Visit: <https://blog.prepscholar.com/129-examples-of-community-service-projects> where you will find some ideas.

### Teamwork

1. Read the text and discuss the suggestions to get into community service with your partners. Which one do you think is the best idea? Why?

Having trouble finding something organized that fits your schedule? Here are some easy ways to get into community service on your own.

1. Search through your closet to find items in good condition that you've outgrown or don't use anymore. Take them to your local shelter. Your school may also collect clothing or other items for needy students. Ask if the organization needs volunteers to sort or distribute donations.
2. Pick up some nonperishables to donate to your local food bank. When you drop them off, ask about volunteer opportunities.
3. Shelters, fire departments, foster parent organizations and hospitals sometimes welcome new or slightly used toys and stuffed animals. Check with the organizations first to determine their needs.

Adapted from <https://www.teenlife.com/blogs/50-community-service-ideas-teen-volunteers>

### Teamwork

2. Read again and complete the sentences with suggestions from the text.

- a. We should take our \_\_\_\_\_ Student's own answer \_\_\_\_\_
- b. You can pick up \_\_\_\_\_
- c. We could donate \_\_\_\_\_

### Teamwork

3. Think of other ways to help. Discuss with your team and write three more suggestions like those in Activity 2.

\_\_\_\_\_

\_\_\_\_\_ Student's own answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

1. Let's find more information about Community Service. Match services and descriptions.

- a. Help \_\_\_\_\_ ( c ) Program for patients who cannot \_\_\_\_\_ TV or do not know how to read.
- b. \_\_\_\_\_ Babies the Best start ( a ) It supports programs that address communities' most critical challenges. Each gift helps local people. Please give today to assure a \_\_\_\_\_ tomorrow for those in need.
- c. Prepare Kids for Success ( d ) Help elderly people in our community live out their golden years with good health, happiness and independence.
- d. Support Seniors & Caregivers ( c ) Finance a mentor for a local kid, support after school and summer programs, or help them when they start showing signs that they're in trouble.
- e. Read for the Sick ( b ) Give infants safe, loving homes free from abuse and neglect.

2. Complete some expressions you can use while calling the place where you want to volunteer.

- May I... \_\_\_\_\_ Should I... \_\_\_\_\_
- Can you... \_\_\_\_\_ Will you please... \_\_\_\_\_
- Yes, of course...

3. Pairwork

Think of a program you would like to participate in. Write a short description of it. Share your description with a classmate.

Student's own answer:

better

(adj) comparative of good, preferable

everyone

(pron) every person; everybody

give

(v) to donate

watch

(v) to observe

Review

Tell students that the purpose of this page is to review the material they have studied so far, and that it has to be done mostly individually.

1. Read the instructions and make sure students understand the task.

Have them read all the options carefully and ask them to match the columns.

2. You can let students do this activity individually or in pairs. If you consider it necessary give a short review of polite requests as well as how to give advice.

It is better if students do it in their notebooks.

3. For this last activity, get students in pairs and read the instructions.

Ask students to describe one of the community service programs mentioned in Activity 1 with their own words. Set a time limit of 5 to 8 minutes for this. Then, have students work with another team and share their work.

**Acting-out a dialogue**

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

**Product**



**Step 1**  
**Plan the dialogue**

- Get in pairs and review the community services that you have been discussing throughout the unit. For instance: help the elderly, collect food to donate, help in an animal shelter, tutoring kids, etc.
- Check and compare your previous ideas.
- Decide the community service you want to talk about in your dialogue.
- Share opinions and suggestions.

**Step 2**  
**Write your dialogue**

Check the dialogues you have developed during this unit (p. 14, 16, 17, 18 & 20). Decide the final topic. Assign roles and let's get started! Write your dialogue.

- Check that your dialogue follows a logical structure. Remember to start with an opening.
- Next, develop the topic of the conversation about the community service you selected. Use the ways to ask for and give information and advice that you've been practicing throughout the unit. Check your notes and ask your teacher for help.
- Finally, don't forget a closure for your dialogue.

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**Acting-out a dialogue**

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

**Product**


**Step 3**  
**Practice the dialogue**

Practice the dialogue as many times as necessary. Pay attention to voice projection and body language. Ask your teacher for help.

**Step 4**  
**Present the dialogue**

Now it's time to act out your dialogue in front of your class.

Listen to your classmates respectfully while you wait for your turn.



Try to do it as naturally as possible!

**Assessment**

Now write a feedback product for this unit and make a table to make it about 15 min in the table.

Ask a question and answer the question.	Make a request and make your answer.
What is your opinion about your job?	What is your opinion about your job?
What is your opinion about your job?	What is your opinion about your job?
What is your opinion about your job?	What is your opinion about your job?
What is your opinion about your job?	What is your opinion about your job?

Use an appropriate expression for the opening:  
 - How do you feel about...?  
 - How do you feel about...?  
 - How do you feel about...?

Use an appropriate expression for the closure:  
 - How do you feel about...?  
 - How do you feel about...?  
 - How do you feel about...?

24 Unit 1

## Acting-out a dialogue

It's time for students to complete the first product of the unit.

### Procedure

Advise students to follow the steps carefully. You can decide according to your program if you have them do it step by step during different classes or all together at once.

Tell them to make a checklist for their project to help them determine their progress.

Have them write their final dialogue to ask for and give information about the community service they selected

Encourage students to use the previous information and work on the referred pages.

Monitor their work and help them correct any grammar or spelling mistakes they may have, and encourage them to use English at all times.

## Closing

In this last stage, students will present their final work to the class.

Encourage students to set up their dialogues in a natural way considering voice projection and body language.

Give them time to prepare, and help them with any questions they may have.

Set a time limit of 3 to 5 minutes for each team to present.

Remember to have students self-evaluate their work and provide feedback to classmates.



Date:

It is time to reflect on the achievements in this period. Let's find out what you learned and can do, or what you need to work on harder, or practice and reinforce.



Choose the option according to your performance.

share ideas with my classmates

understand the general idea from a text.

understand main ideas in a text

give an opinion about a community service.

identify expressions in an audio to give and offer a service.

perform a dialogue with a classmate.

Think about your results. If you got more *always*, you are doing a very good job, keep working hard. On the other hand, you should identify what you are doing well and what you can improve if you got more *sometimes*. Don't worry if you chose *never*, it only means that you need help to get better. As a suggestion, detect the part of the unit where you need assistance and ask your teacher for help. Go ahead in order to get your goals.

Write about what you learned in this unit. Compare your results with a classmate, share study strategies and advice to improve your academic performance.

I was able to identify other qualities I have while doing...

I was able to use different forms of language while doing...

The type of language I use more often is...

My objectives and goals are...

**PNI- Positive, Negative, Interesting**

Ask your students to make the following format on a sheet of paper or in their notebooks. They must fill it in with the positive aspects, negative aspects and interesting aspects that they found in the topic done. When all of them have finished, ask one of them to share it with the rest of the class.

Name of the activity.		
Date:		
Positive	Negative	Interesting

**Sharing my portfolio**

- Assign partners.
- Ask partners to share their portfolios with each other and discuss their content and why they included it.
- When finished, ask students to write each other notes which include what they liked about their assignment and most of all what they need to improve on. For example:

Date \_\_\_\_\_

Name of portfolio's owner \_\_\_\_\_

Thank you for sharing your portfolio with me.

The best part of your portfolio is: I believe you can improve:

Your friend,

Name of classmate that made observation \_\_\_\_\_

Let students know that this section is an opportunity to reflect on their work and their own learning process.

It is recommended you read the instructions and make sure students understand the task.

Since it is the first time students do this, read the first two or three statements and explain how to mark each statement in detail.

It is a good moment to ask students to go over the statements and mark their individual progress according to the criteria.

**You can visit the following website where your students can practice their English skills with online exercises:**  
<https://eu.ixl.com/ela/>

**What I learned**

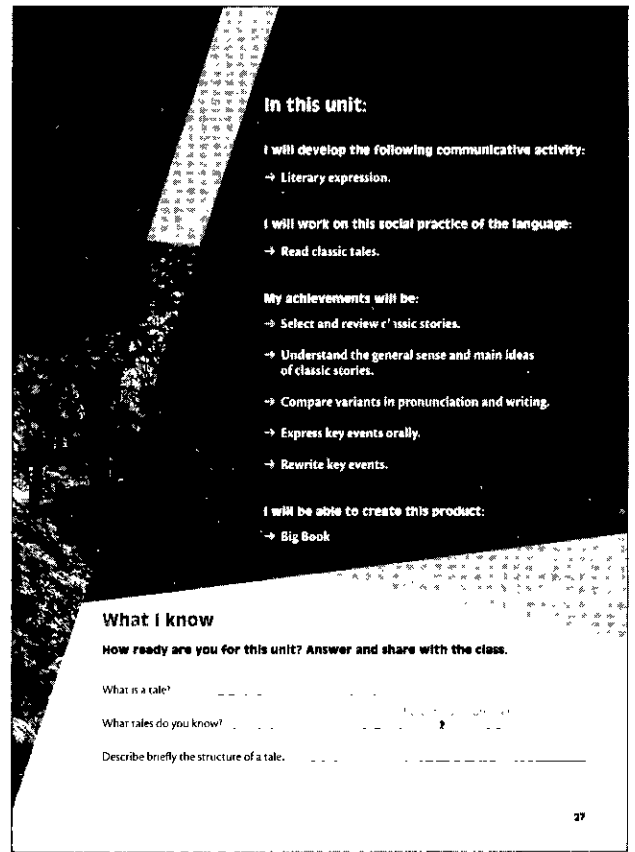
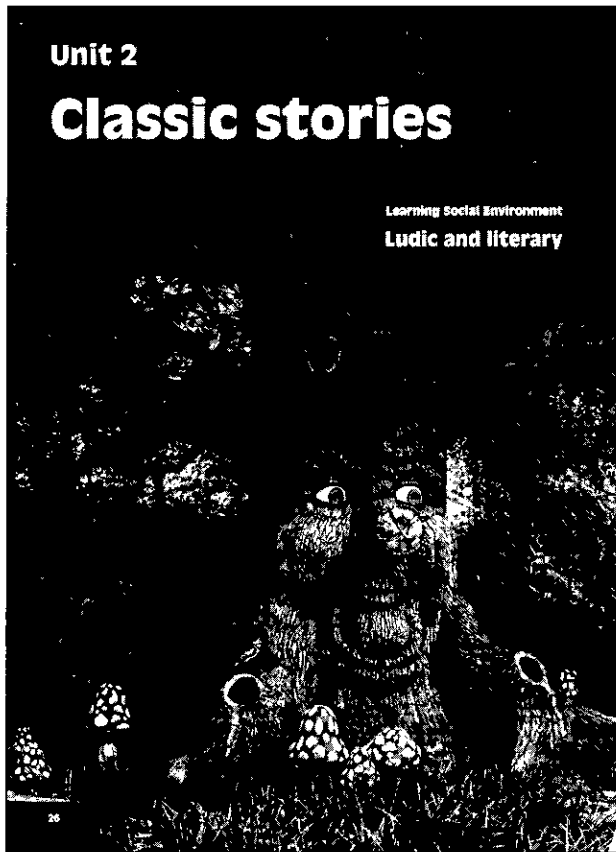
Ask your students to complete, in their notebooks or a sheet of paper, the following phrases individually. In the end, they should establish the objectives or goals for following assignments. Ask them to write them down to remember them and verify their accomplishments.

While working in groups I felt...

During the presentation in front of the class I felt...

The most interesting part of the assignment was...

The most challenging part of the assignment was...



Focus students' attention on the title of the unit and you ask them what comes to their minds. Provide vocabulary if necessary. Then ask: *What kind of work do you think we'll do in this unit?*

Then, go over the objectives and expected achievements of the unit with students. Ask some volunteers to say what they understand using their own words.

Next, let students answer the *What I know* section so you can check previous knowledge on the topic.

**Get On!** 7

1. Look at the pictures and the title of this tale. Do you know the story? If not, can you guess what it is about? Discuss with your classmates. Exchange ideas. Then, listen and complete the text.

**The ant and the grasshopper**

In a field one summer's day, a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the \_\_\_\_\_.



"Why not come and \_\_\_\_\_ with me," said the \_\_\_\_\_ grasshopper, "instead of toiling and \_\_\_\_\_ in that way."

"I am helping to \_\_\_\_\_ food for the \_\_\_\_\_ winter \_\_\_\_\_," said the \_\_\_\_\_ ant \_\_\_\_\_, "and recommend you to do the same."

"Why \_\_\_\_\_ about winter?" said the grasshopper; "We have got plenty of \_\_\_\_\_ food \_\_\_\_\_ at present." But the ant went on its way and continued its toil.



When the winter came, the grasshopper had no food and found itself dying of \_\_\_\_\_ while it saw the ants distributing everyday corn and grain from the stores they had collected in the \_\_\_\_\_ summer \_\_\_\_\_. Then the grasshopper knew: It is best to prepare for \_\_\_\_\_ days \_\_\_\_\_ of need.

Adapted from: Aesop  
<http://www.eastoftheweb.com/short-stories/UBooks/AntGras.html>

**Get In! Teamwork**

2. Work in groups of three. Go over the story. Discuss the questions and write your conclusions.

- a. What kind of story is this? It's a fable.
- b. Who was the author? Aesop.
- c. When and where does the story take place? In a field one summer's day.
- d. What is the purpose of this kind of stories? To teach a lesson (the moral) of the fable.
- e. What is the lesson in this story? It's best to prepare for days of need.

**Homework** Find some information about Aesop. Make some notes in your notebook about him. Include some examples of his fables.

- bother**  
(v) to worry, disturb, or upset (someone)
- hunger**  
(n) a feeling of discomfort caused by the lack of food and an impulse to eat
- lay up**  
(v) to store or reserve for future use
- molt**  
(v) to work extremely hard or incessantly
- nest**  
(n) a place or structure in which birds, fish, insects, reptiles, mice, etc. lay eggs or give birth to young

**Get In!**

The purpose of the activity is for students to identify important features of a story. Have them work in groups and read the questions. Tell them it's a good idea to discuss the answers before writing them to make sure everybody agrees on the answers.

Check with the class. It's a good moment to get students involved in a short conversation about fables and their main characteristic: moral based stories that teach a lesson.

In this particular story, the ants saved food for the winter and the grasshopper did not. The moral is "It is best to prepare for days of necessity."

You can ask students to answer a trivia: What famous animated movie may have been inspired by this fable? Answer: Bugs (Bichos) by Disney Pixar.

**Homework** Ask students to find some information about Aesop and to write it in their notebooks. Encourage them to search for the most relevant information.

**Fables**

**Opening**

A suggestion to introduce the topic is to write the word "fable" on the board. Elicit the meaning of the word from students and write their answers.

Tell students a fable is a literary genre that conveys a moral, whose main characters are animals, mythical creatures, plants, etc.

**Procedure**

Focus students' attention on the picture and ask: *Do you recognize these two animals? What kind of animals are they? What is the grasshopper doing? What is the ant doing?* Elicit ideas from the class. Have them read the text once and invite them to try to guess what the missing words are. Tell them to ignore for now, the words they don't know and to focus only on the general idea.

You may now play the track and have students listen to the story and write the missing words. Elicit new vocabulary words. Write them on the board and have students help define these words.

Date:

**Got It! Pairwork**

3. Write your opinion about the fable and its moral. Share it with another pair. Do you have similar ideas?

Student 1: \_\_\_\_\_

Student 2: \_\_\_\_\_

Student 3: \_\_\_\_\_

Student 4: \_\_\_\_\_

**events**  
[n] The things that happen in a story

**flatter**  
[v] to praise or compliment insincerely, effusively, or excessively

**Opening**

You can start the lesson by asking students what they remember from the topic of the last class (fables), and ask them to share the information they found about Aesop (HOMEWORK).

You can return to the topic of morals by asking students to define what morals are. Here's a definition for you to share.

*Morals are the rules that govern which actions are right and which are wrong. They teach a valuable lesson. Morals can be for all of society or an individual's beliefs.*

**Procedure**

**Got It!**

3. Ask students to gather in pairs and read the instructions to the class, make sure they understand what the task is.

Ask students to discuss in pairs and write their opinion about the fable. Encourage them to mention what they think of the moral, too.

You can provide them with phrases they can use to give and ask for an opinion. Write them on the board:

*What do you think about...?*

*How do you feel about...?*

*What's your opinion of...?*

*What are your views on...?*

*In my opinion...*

*I'd say...*

*Personally, I think/believe...*

*If you ask me...*

*The way I see it...*

*From my point of view...*

4. The purpose of the next activities is to recognize the general idea of a story and locate key events.

**Teamwork**

4. Now, read this summary with key points of another famous fable. Do you know this story? What do you think of the moral? Discuss with your partners.

**The Fox and the Crow**

The fox wanted the cheese in the crow's mouth. He began to flatter her and asked her to sing. When she did, the cheese fell out of her mouth. The moral is, "Never trust a flatterer."



**Teamwork**

Work in teams. Talk about fables you know. Your teacher will give you some ideas. Select one and write a summary of the story (like the one above) in your own words. Then, share your story with another team. What is the moral of their story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Homework** Read the story on pages 17–21 of your Reader. Identify the characters and the topic of the reading.

Upper and literary 29

Getting ready for your product

You can first have the class look at the picture and ask who knows this fable. Then, a volunteer may read the text.

Focus students' attention on how the story is summarized. In this case, there's only the main idea of the story and the moral. Let them briefly discuss what they think of the moral.

**Closing**

**Getting ready for your project**

Ask students what other fables they know. Write a small list of the most well-known ones among the group on the board. It's

advisable to be prepared with names of famous fables that students may ask you. Suggested website: <https://www.care.com/c/stories/4048/the-22-best-moral-stories-for-kids/>

They now choose one to use for the activity. Students should share their summaries and identify the morals of the fables.

Next, ask students if they can say the moral of each fable on the list you have on the board.

**Homework** Ask students to read pages 17–21 of their Reader's book.

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

**Pair work**

1. Read these parts of the story *The Happy Prince*. Find them in the story in your Reader's book (pages 17–19). Number them in the order in which they appear in the story. Who can find them faster?

1. but that was merely her self-shriness

2. that was his courtship

3. the river was quite full of Reeds

4. he was in love with the most beautiful Reed

5. he added, which wasn't true

6. It was a busy day in town

**Language Focus**

Use the past tense of verb to be to describe persons, places, objects, etc.

I / he / she was...

You / we / they were...

Choose one character and describe it. Read the text again if necessary.

a. The Grasshopper

Student's own answer  
-----  
-----  
-----  
-----



b. The Ant

Student's own answer  
-----  
-----  
-----  
-----



Getting ready for your product

**Language Focus**

**was-were**

This is a review, as verb to be must be familiar to students. Check previous knowledge. Elicit examples. You can make them aware of the use of *was-were* to describe people, places, environments, situations, etc. in a story.

**Getting ready for your project**

One thing you can do is tell students the purpose of this activity is to focus on description of characters. Have them brainstorm as many adjectives as possible to describe the ant and the grasshopper not only physically, but they should also describe their personalities. Half of the students will describe the ant and the other half, the grasshopper. Then, have them get together and share the information with someone from the other team to write about the other character.

**Teamwork**

- Check your description with your teammates. Correct or add information when necessary. Copy the character you didn't do.

**Opening**

You can start the class by asking students: *What is your favorite classic story? Is it a fable? a fairy tale?*

*Who is your favorite character? How much do you think characters influence the story? Which stories are all about the character?* You may want to have a short conversation.

It's a good moment to call students' attention to the product of this unit: the creation of a Big Book. Let them know a Big Book is a big picture book version of a story.

**Procedure**

1. Now, call students' attention to the story in their Reader: *The Happy Prince*. Have them take out their Readers and search for the phrases on the first pages of the story. They should number them in the order they appear in the story.

You can have a contest to see who finds all the phrases first.

# Sleepy princess

## Opening

Tell students that sometimes, main characters in stories have their counterparts, which are characters that are opposite to them. They are antagonists. (Snow-white and the queen). Elicit other examples.

## Procedure

### Get On!

One thing you can do is read the instructions to the class and ask students to match the next word in the activity with their opposites. Make sure students understand the vocabulary.

### Get In!

Ask students to read the text individually and to underline the words they don't know. Set a time limit of 5 minutes.

Play the track and have students listen to the story.

Elicit new vocabulary words, write them on the board, and have students help define these words.

Help them get the main idea of the text by asking the next questions: *What is the story about? What was the prince searching for? A regular princess or a "real" one? Etc.*

Play the track again, so students can listen to the story one more time.

## Closing

### Got It!

You can encourage students to gather in pairs and read the story again together. Students highlight what they consider the main ideas of the text. Set a time limit of 8 to 10 minutes.

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

### Get On!

1. Read and match the opposites.

- |           |                |
|-----------|----------------|
| a. bottom | ( f ) princess |
| b. happy  | ( c ) queen    |
| c. king   | ( b ) sad      |
| d. nobody | ( d ) somebody |
| e. old    | ( a ) top      |
| f. prince | ( e ) young    |

### Get In!

### Team work

2. Discuss with two partners: What is your favorite classic tale? Why? Listen and circle the correct word. Then, listen again and check.

## The Princess and the Pea

Once upon a time there was a princess (prince) who wanted to marry a princess; but she would have to be a real (real) true princess. He traveled all over the world to find one, but nowhere could he get what he wanted. There were many prince (princesses) but it was difficult to look for (find out) whether they were real ones. There was always something about them that was not as it should be. So he came home (home) again and he was sad, for he would have liked to have a real princess very much.



One evening a terrible rain (storm) came on; there was thunder and lightning, and the water (rain) poured down in torrents. Suddenly, a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! What a sight the rain and the wind had made her look. The water ran down from her hair (hair) crown and clothes; it ran down into the toes of her shoes (shoes) and out again at the heels. And yet she said that she was a real princess.

Adapted from: Hans Christian Andersen

### Got It!

### Pair work

3. Read the story again. Underline/Highlight the main ideas about the princess and the prince and compare with another pair.

**enough**  
(adj) sufficient ample, plenty

**heels**  
(n) the back part of the human foot from the instep to the lower part of the ankle

**once upon a time...**  
(adv) at some time in the past. Used to begin fairy tales and children's stories

When students finish, ask them to get together with another team and compare their work.

Monitor their work and help them if necessary. Encourage students to use English at all times.

If time, ask some of the teams to share the information they found with the whole class, and write their ideas on the board.

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

**Get On! Pairwork**

1. Before you read the second part of the story, can you predict what happens next?

Student's own answer

**Get In!**

2. Read and complete with the words in the box. Then, listen to the audio track and check your answers.

eyes twenty bedroom old black real museum

**The princess and the Pea (part II)**

Well, we'll soon find that out, thought the old queen. But she said nothing, went into the bedroom, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses.

On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!"

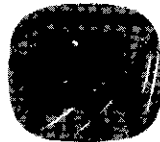
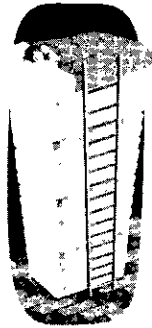
Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds.

Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, for now he knew that he had a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it.

There, that is a true story.

Adapted from Hans Christian Andersen



**Got It! Pairwork**

3. Did you like the ending? Challenge: Think of another ending. Share it with another pair.

**Homework** Read the story on pages 22–25 of your Reader. Underline the relevant ideas and share with your class.

32 Unit 2

**Opening**

You can start the class by telling students that sometimes, when we read a story, we expect it to end in a certain way. Ask: *Has a story's ending ever disappointed you? What was the story about? What happened in the end?*

**Procedure**

**Get On!**

Let students know they are about to read the second part of *The Princess and the Pea*. Have them work in pairs and predict what it will be about.

**Get In!**

Ask students to read the text individually and to underline the words they don't know.

Once students finish reading the text, play the track and have students listen to the story.

Elicit new vocabulary words, write them on the board and have students help define these words.

Help them get the main idea of the text by asking the next questions: *What is the story about? Is this story related to the one we read before? Where is the relationship?*

*What happened in the story? What was under the 20 mattresses? Could you have been able to feel the pea, too?*

Play the track again, so students can listen to the story one more time.

**Closing**

**Got It!**

This can be a fun activity. Students will use their creativity to come up with an alternative ending to the story.

Students could do this activity orally to discuss their opinions, but if you have enough time, you can have them write it in their notebooks.

When students finish, ask them to share their ideas with the rest of the class and choose the most ingenious ending.

**Homework** Ask students to read pages 22–25 of their Reader's book.

### Opening

As a warm-up, ask students about their favorite classic tale when they were kids. write the most mentioned on the board and check which one is the most popular.

### Language Focus

As the topic of the unit is stories, the past tense is being used frequently, so it's a good idea to review this tense.

You can engage a short activity to review verbs in past.

It's also helpful to remind students about the rules to add -ed to regular verbs. You may also want to practice the pronunciation of verbs which is in the Review lesson of this unit. (page 38)

### Procedure

1. Have students read the verbs on the list. In pairs, students check both parts of the story and find the past tense of the verbs. First team to find and highlight all of them wins!
2. You may want to explain to students that to identify the key events in a story they should focus on main events, the most important things happening in a story.

The statements in this activity retell the most important events of *The Princess and the Pea*, but they are not in the correct sequence. Explain that their job is to order them. Encourage them to do it without looking back at the story.

### Getting ready for your product

To start the activity, you can write the list of elements on the board. To check their answers, volunteers could come to the front and write the correct definition next to the word. Then, have them write them correctly in their notebooks.

### Simple Past Review

Remember:

To form the past tense of **Regular verbs**, we add **-ed**:  
**stayed, looked, loved, lived.**

And **Irregular verbs** change their form: go - **went**,  
choose - **chose**, give - **gave**, drink - **drank**

### Pairwork

1. Scan both parts of *The Princess and the Pea*. Find the past tense form of these verbs in the story and underline them. Then, write them on the lines.

travel	travell	run	run	take	take
come	com	know	know	pour	pour
go	go	like	like	lay	lay

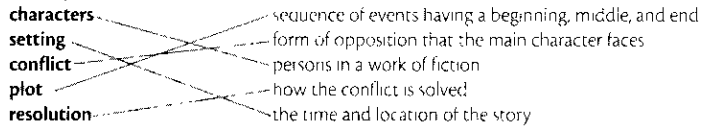
### Pairwork

2. Now, read these key events from the story. Number them from 1 to 8. Write the correct sequence in your notebook.

- ( . ) She looked terrible but claimed to be a real princess.
- ( . ) It was hard for him to find the right one.
- ( . ) The princess complains that she couldn't sleep well!
- ( . ) On a stormy night, a princess knocked on the castle door.
- ( . ) She married the prince, and the pea was placed in the royal museum.
- ( . ) The queen decided to test her royal identity.
- ( . ) Once upon a time, a prince wanted to marry a real princess.

### Teamwork

Draw a line to match these elements of a story with the definitions. Compare your answers with a partner's.



In Activity 2, you ordered the key events. Can you identify these other elements in *The Princess and the Pea*?

Find: the main characters, the setting, the conflict, and the resolution.

- Work with your team and write them in your notebook. Compare with another team.
- Discuss: What was the easiest element to identify? And the hardest? If necessary, ask your teacher for help.

Getting ready for your product

It is a good idea to elicit examples of these elements in some classic tales. Prepare some ideas to give your students. For example you can ask: *What are the main characters in Cinderella? What is the conflict? What is the resolution in Snow White?* etc.

Now, have them identify the elements in *The Princess and the Pea*. For example, in this case the setting can be: *place: castle, time: once upon a time.*

In addition, students can choose a classic tale and identify the elements. This could be done in class or for homework.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.



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

**Get On! Teamwork****afterward**

(adv) later, later on  
then after after that  
after a period of time

**fat**

(adj) thick broad  
or extended

**too**

(adv) in addition  
undesirable in excess,  
extremely

1. Look at the picture and the title of the story. What do you think it is about? Discuss with your classmates.

How the leopard got his spots

Shirley Temple

2. Listen and read.

**How the Leopard Got His Spots (fragment)**

"I'll take \_\_\_\_\_, then," said the Leopard; "but don't make them \_\_\_\_\_ vulgar-big. I wouldn't look like giraffe not for ever so"

"I'll make them with the tips of my fingers," said the Ethiopian. "There's plenty of black left on my skin. Stand over!"

Then, the Ethiopian put his five fingers close together (there was plenty of black left on his new skin still) and pressed them all over the Leopard, and wherever the five fingers touched, they left five little black marks, all close together. You can see them on any Leopard's skin you like, Best Beloved. Sometimes the fingers slipped and the marks got a little blurred; but if you look closely at any Leopard now you will see that there are always five spots of five \_\_\_\_\_ black finger-tips.

"Now you are a beauty!" said the Ethiopian. "You can lie out on the bare ground and look like a heap of pebbles. You can lie out on the naked rocks and look like a piece of pudding-stone. You can lie out on a leafy branch and look like sunshine sifting through the leaves; and you can lie right across the centre of a path and look like nothing in particular. Think of that and purr!"

"But if I'm all this," said the Leopard, "why didn't you go \_\_\_\_\_ too?"



"Oh, plain black's the best," said the Ethiopian. "Now come along and we'll see if we can't get even with Mr. One-Two-Three-Where's-your-Breakfast!"

So they went away and lived happily ever \_\_\_\_\_, Best Beloved. That is all.

Rudyard Kipling (1865-1936)

**spotty**

(adj) irregularly  
erratically spotted

**spots**

(pl n) a small round  
or roundish mark

**Get In! Teamwork**

3. Find the main idea of the text and share it with your classmates.

Shirley Temple

While students are reading, write on the board the following vocabulary words: *get even, afterward, sunshine, together, beloved, spots, fat, lie, beauty, heap of pebbles, spotty and leafy.*

Once students finish reading the text, ask them to read the words on the board and help you define them.

Play track 10 and have students listen and follow the story.

Elicit all other new vocabulary words they find and go over them.

**Closing****Got It!**

Get students in pairs and ask the next questions: *What is this story about? Do you think it is a good story? What did the leopard want? What did the Ethiopian do?*

Ask students to read the story one more time to get the main idea of the text and to write their conclusions.

You can find a summary of the story at: <https://www.enotes.com/homework-help/discussion-question-how-leopard-got-its-spots-490854>

**Leopards and spots****Opening**

As a warm-up you can ask students if they have ever noticed the patterns on animals' skins, like zebras, giraffes or some dogs like Dalmatians, and ask: How are they different? Why do you think they are different?

Tell students that sometimes, people try to explain many facts of nature by writing stories about them.

**Procedure****Get On!**

It's a good idea to write on the board the title of the next story "How the Leopard Got His Spots".

Ask students what they think of this title and what comes to their minds.

Call students' attention to the picture and ask: *How do you think this man and the leopard relate?*

You can ask students to read the text individually to see if they can find that out, and to underline the words they don't know.



## Opening

Elicit what they remember from the last lesson, and tell them today you'll review the importance of keeping a logical sequence when writing a story.

Have students remember some of the most important characteristics of the leopard and the Ethiopian. They can be physical or not. Write them on the board.

Tell students the next activities will help them test how much they remember about the story and continue with the lesson.

## Procedure

4. Have students work in pairs. Read the instructions and make sure they understand the task.

Ask students to look for specific information in the story. You may want to remind students this reading strategy is called *Scanning*, which consists of reading rapidly in order to find specific facts.

Read the statements and clarify any questions.

5. Read the instructions to the class and make sure they understand the task.

Ask students to organize the statements in a logical sequence. Set a time limit of 5 to 8 minutes.

## Closing

### Got It!

6. Ask students to copy these statements in their notebooks in the correct and logical sequence. This time they will change the verbs to past.

**Homework** Ask students to read the story on pages 26 and 27 of their reader's book and to answer the quiz on page 28.

4. Find this information in the Leopard's story. Write the part of the story where you find it.

a. **Paragraph 1** A decision: "I'll take spots, then," said the Leopard.

b. **Paragraph 2** A proposition: \_\_\_\_\_

"I'll make them with the tips of my fingers," said the Ethiopian.

c. **Paragraph 3** Painting instrument: \_\_\_\_\_

the Ethiopian put his five fingers close together.

d. **Paragraph 5** Asking for a reason: "Why didn't you go spotty too?"

e. **Paragraph 7** Happy ending: \_\_\_\_\_

So they went away and lived happily ever afterward, Best Beloved.

### Teamwork

5. Organize these key events according to the story. Check your answers with another team.

( 2 ) The Leopard decides to take the spots.

( 5 ) The Leopard questions why the Ethiopian is black.

( 3 ) The Ethiopian paints the spots.

( 4 ) The Ethiopian explains the advantages of the new skin.

( 7 ) The Ethiopian and the Leopard are happy as they are.

( 6 ) The Ethiopian likes simple black.

( 1 ) The Ethiopian makes a proposal.

### Got It! Pairwork

6. Now, use the events to write a summary of the story in past tense.

\_\_\_\_\_ Student's own answer  
 \_\_\_\_\_  
 \_\_\_\_\_

**Homework** Read the story on pages 26 and 27 in your Reader and answer the comprehension check on page 28.

Date:

**Language Focus****Past Progressive**

Use the Past Progressive to describe actions that were in progress in the past (sometimes interrupted by another action).

**was / were + Verb + ing**

- The ant **was collecting** food for the winter

When another action interrupts the first, use past tense.

- The grasshopper **was hopping** about, chirping and singing to its heart's content when an ant **passed by**.

**1. Look at these parts taken from the stories in this unit. Can you say where they were taken from?**

- |   |                  |
|---|------------------|
| ...the dead Swallow <b>was lying</b>  | The Hops, France |
| I <b>was lying</b> on something hard  | The Hops, France |
| ...he <b>was taking</b> to the nest   | The Hops, France |
| ...the Mayor and his Town Councilors <b>were walking</b> in the square below. | The Hops, France |

**2. Complete these sentences about classic fairy tales with Simple Past or Past Progressive.**

Students will answer

- Snow White was sleeping when the prince \_\_\_\_\_
- Little Red Riding Hood \_\_\_\_\_ when she met the wolf.
- Sleeping Beauty was spinning when \_\_\_\_\_
- Cinderella \_\_\_\_\_ when she lost a shoe.



**Work with your team. Discuss the following:**

- What type of stories do you like?
- What is your favorite one? Why?
- What is it about?
- Who are the characters?

**Choose one of the stories you talked about. Write six key events. (Check page 33.) Write two for the beginning, two for the middle and two for the end of the story.**

- Exchange your work with another team. Respectfully give your opinion about their sequence.

**Closing****Getting ready for your project**

This is a good moment for students to start planning the classic tale they will use for their Big Book.

Have them get together with their teams and discuss the questions.

If you consider it helpful, you can go to the Review lesson on page 38 and do Activity 1 with the class first, which is about the story in their Reader. This could help as a model before they do it with the classic tale they select to tell in their Big Book.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

**Opening**

It's a good idea to remind students of the stories in this unit including the one in their Reader.

You can write the titles on the board.

**Procedure****Language Focus**

The Past Progressive is another past tense that is often used when we tell a story. Go over the information in the box with students and elicit examples.

- Have students work in pairs. Read the instructions and make sure they understand the task.

First, you may ask them to try to remember or guess. They should write the title of the story where each phrase belongs.

- Have students complete the sentences with the correct tense.

They can check with a partner before you check with the class.

If you have enough time, this can be a fun additional activity: let students come up with similar sentences using the Past Progressive. They should write them in their notebooks.

Date:

## Consolidation

### Opening

You can start by asking students which story from the unit they liked most and why.

### Procedure

1. Have teams choose a fable they like  
You can remind them about the list of fables you went over in lesson 5B. Let students get in teams and provide the information required.
2. Students can have a lot of fun with this activity. Advise them to brainstorm some of their favorite classic tales. Ask them to choose one to write a short synopsis of the story.  
  
Let them know this activity will help them practice for the creation of their Big Book.  
  
Encourage them to include a setting (time and place), description of characters and key events.
3. Get them together with another team to share their stories. Then ask them to read them at the front. Which was the best?

### Teamwork

1. Do some research. Choose a fable you like. Write the information required. Make a short summary of the plot and give the moral.

a. Title \_\_\_\_\_ Author: \_\_\_\_\_

Description of characters \_\_\_\_\_

What is it about? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The moral is: \_\_\_\_\_

2. Continue working in teams. Write a synopsis of a classic tale. For example: Cinderella, Peter Pan, Pinocchio, or the one of your choice.
  - Start by setting the time and place, and give a short description of the characters.
  - Remember to develop beginning, middle and ending by describing key events.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Teamwork

3. Share your synopsis with the class. Which story do you like best?

**Homework** Read pages 26–27 of your reader. Make a list of key events in the story. Talk about them in class.

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

## Homework

1. Check the story *The Happy Prince* in your Reader. Use your own words to write five key events with a clear sequence: beginning, middle, end. Share and compare with another pair.

In the beginning:


- 1.
- 2.

In the middle:

- 3.
- 4.

At the end:

- 5.

2.  **Past tense Regular Verbs pronunciation.**  
When you tell a story, you have to use verbs in past. Do you know how to pronounce the -ed of regular verbs correctly?  
Read the rules and listen to the recording. Repeat the verbs several times.

After more or less sounds such as **p, k, f, s**, the final **-ed** is pronounced like /t/.he **ped** finished talked stopped fixed likedAfter voice sounds such as **b, g, v, z, m, n, l**, and **r** or **vowel sounds** the final **-ed** sound is pronounced like /d/.

saved lived cleaned answered played traveled

For verbs ending in d and t, the final **-ed** is pronounced /ɪd/.

decided added ended existed invited visited

## Vocabulary

3. Can you give more examples of each group? Check the stories in the unit and find verbs to fill in the chart.

/d/

/t/

/ɪd/

4. Think of verbs you will use to tell your story. Make a list and make sure you know how to pronounce them. Ask your teacher for help.

## Review

## Opening

As a warm-up, tell students the purpose of this page is to review their learning so far, and that it has to be done mostly individually.

## Procedure

1. In this activity students will use the information they got for homework. (From the story *The Happy Prince* in the Reader). Have them do it in pairs so they can help each other.

Have students work with another pair and share their work. Review the activity as a group and have students correct any errors they may have.

2. You may want to explain this on the board. Have them listen to the track to practice the pronunciation. Ask them to repeat the verbs several times after the recording. Provide students with more examples.
3. Have students scan the stories in the unit and find other verbs for each group. They can use their dictionaries if they need to verify the correct pronunciation.
4. Tell students to make a list of verbs they may use when telling their classic tales so they can practice the correct pronunciation.

**Week 8** **Big Book**

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

**Step 1**  
**Plan your Big Book and get ready**

Gather with teammates. Check the classic tales you discussed on page 36. Choose the story for your Big Book.

You will tell the story of your choice with a clear sequence of events: beginning, middle, end. Each event must be illustrated.

Decide:  
How many pages your book will have.  
Who will be in charge of the illustrations.  
What materials you will need. (cardboard, cutouts, markers, colored pencils, etc.)

**Step 2**  
**Start creating your Big Book**

After you have chosen a tale, write the key events in a draft. Begin by including the place, time and description of characters. (Check your work on page 30.)

It may be helpful to answer these questions about the plot: who, what, where, when.

Review spelling, coherence and punctuation.

Ask your teacher for help if needed.

Decide the images that are going to illustrate your tale (cutouts or drawings.)

**Step 3**  
**Illustrate the story**

Assign roles for each member of the team. Make drawings or paste images to illustrate each scene. After that, number the pages in order and assemble your book. Don't forget to create cover pages for your tale with the title on the front cover.



Luna and literary 39

**Big Book** **Week 8**

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

**Step 4**  
**Present your book**

Read your classic tale to the class. Make sure you use an appropriate tone of voice for everyone to hear. Elicit and answer questions from your classmates about your tale, and continue to practice reading.

**Assessment**

Use a portfolio, rubric or the criteria below to make a self-evaluation on your project. Share the results with your classmates and your teacher.

<p>1. I have a clear beginning, middle and end to my story.</p> <p>2. I have a clear sequence of events.</p> <p>3. I have a clear description of my characters.</p> <p>4. I have a clear description of my setting.</p> <p>5. I have a clear description of my plot.</p> <p>6. I have a clear description of my theme.</p>	<p>7. I have a clear description of my characters.</p> <p>8. I have a clear description of my setting.</p> <p>9. I have a clear description of my plot.</p> <p>10. I have a clear description of my theme.</p> <p>11. I have a clear description of my characters.</p> <p>12. I have a clear description of my setting.</p> <p>13. I have a clear description of my plot.</p> <p>14. I have a clear description of my theme.</p>
--	--

**40 Unit 2**

### Step 1 Plan your Big Book and get ready

Remind students a Big Book is a big picture book version of a story. Students select the classic tale they will tell in their Big Book. Give them the chance to get together with their product team so that they can plan and organize their work.

### Step 2 Start creating your Big Book

It is recommended to tell students to select the key events they will include in their books, Refer them to page 30 as they have already worked on this. Ask them to include beginning, development and ending. Revise spelling, grammar, punctuation and coherence.

Students think about the material that can illustrate their story. They can use some cutouts or drawings. Encourage their creativity.

### Step 3 Illustrate the story

You may advise students to select the images for their book carefully so that they can clearly represent the text they put on each page. Tell them to think of the characters' appearance and location where the story happens. Encourage them to use big enough pictures so they can be easily seen from far.

### Step 4 Present your book

It's time to present their Big Book. Give students some time to join their groups and agree on the last details. Go around and provide help.

Remember to have students self-evaluate their work and provide feedback to classmates.

# What I got to learn and can do!

Date:

It is time to reflect on the achievements in this period. Let's find out what you learned and can do, or what you need to work on harder, or practice and reinforce.



Choose the option according to your performance

1. Identify the general idea in a tale.

2. Understand the main ideas in a tale.

3. Identify key events.

4. Rewrite key events from a tale.

5. Exchange information with classmates.

6. Order a sequence of events.

Think about your results. If you got more *always*, you are doing a very good job, keep working hard. On the other hand, you should identify what you are doing well and what you can improve if you got more *sometimes*. Don't worry if you chose *never*, it only means that you need help to get better. As a suggestion, detect the part of the unit where you need assistance and ask your teacher for help. Go ahead in order to get your goals.

Write about what you learned in this unit. Compare your results with a classmate, share study strategies and advice to improve your academic performance.

-----

# What I got to learn and can do!

Page 41

Let students know that this section is an opportunity to reflect on their work and their own learning process.

It is recommended you read the instructions and make sure students understand the task.

Read the first two or three statements and elicit how to mark each statement in detail.

It is a good moment to ask students to go over the statements and mark their individual progress according to the criteria.

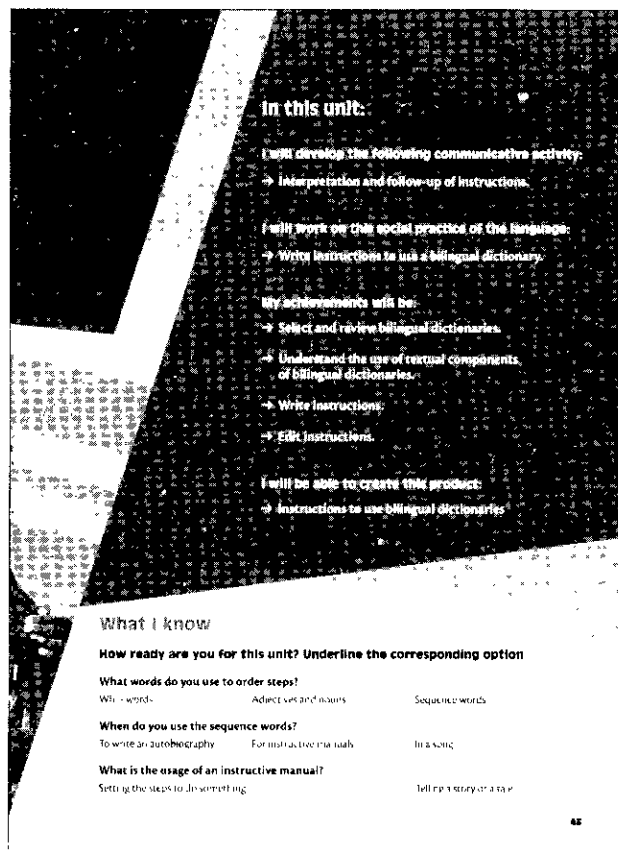
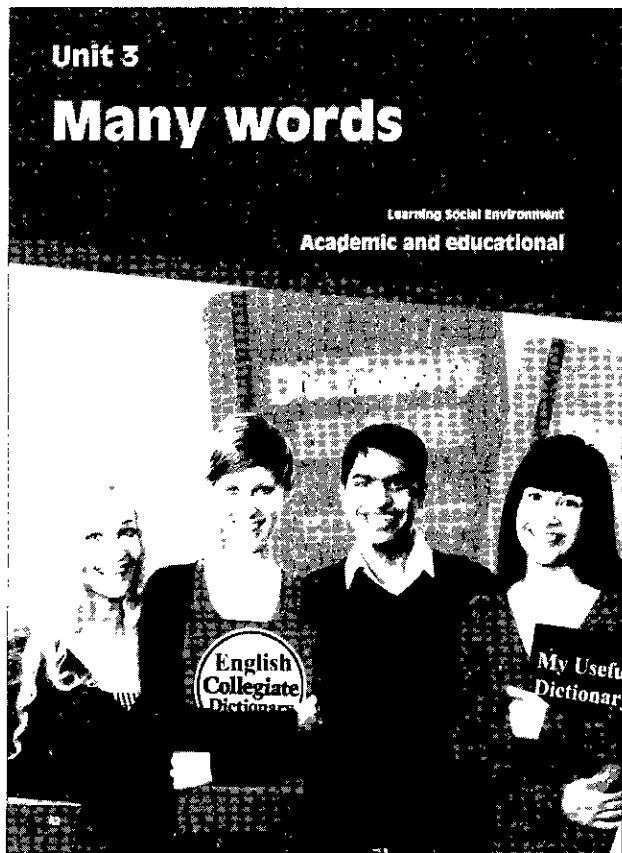
**You can visit the following website where your students can practice their English skills with online exercises:**

<https://eu.ixl.com/ela/>

## Rubric scale

Instructions: Place a check mark in the box that best describes the performance done by the team. Provide feedback if necessary.

Criteria	Excellent	Very good	Good	Needs improvement
1 The characters are clearly stated in the story.				
2 The narration states a plot.				
3 The setting is stated clearly.				
4 It contains a beginning, development and a conclusion.				
5 The spelling rules of language are applied.				
6 The grammar rules are respected.				
<b>Total</b>				



It's a good idea to start the unit by asking them to look at the picture and ask: *What are these students doing? Why do you think they're using those books? What are those books?*

You can focus students' attention on the title of the unit, and ask: *Where can we find "many words"? Why do we use words? Where do we use words? What do we usually want to know about a word?*

Go over the objectives and achievements of the lesson.

Then have them answer the *What I know* section to activate students' previous knowledge.



**Get On!** Team work

1. Get together with a group of five classmates. Compare your dictionaries. What are the similarities? And the differences? Make a list. Mention three of each. Then compare your list with the other teams'.

Similarities

Differences

**Get In!** Team work

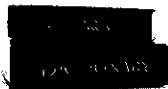
2. Discuss these questions with your team. Take some notes.

- a. What kind of dictionaries do you know?
- b. When do you use a dictionary?
- c. What are the advantages of using a dictionary in class?
- d. What can be other alternatives to understand the meaning of a word?

**Got It!** Team work

3. Now write your conclusions. Then compare with another team. Your teacher will provide you with useful information.

- a. Kinds of dictionaries we know
- b. We usually use a bilingual dictionary when
- c. The advantages of using a dictionary in class are.
- d. To understand the meaning of a word we can



**English / Spanish**

**Opening**

Before you start, it's important to stress that throughout this unit, students will be constantly referring to their dictionaries. Therefore, advise them to bring one to every class. Make sure there is at least one dictionary for every three students in your class, but it would be great for each student to have their own dictionary.

You can introduce the topic by telling the class that bilingual dictionaries are essential tools for second language learners, but using them correctly requires more than just looking up a word in one language and picking the first translation they see.

It would be a good idea to engage a short conversation on the importance of using a dictionary correctly as a tool in their learning process.

**Get On!**

Have students take out their dictionaries and get together in groups of three or five depending on the amount of students in your class. Students should check and compare their dictionaries in order to realize how similar or different they are. Ask them to list three similarities and three differences they find amongst them. Remind them that comparing their work with other students' is an enriching learning experience.

**Get In!**

Now, it's time to discuss some important points. You can encourage students to share their experiences on the use of dictionaries. Let them know that it is OK if they have no idea about the correct use of a dictionary since it is the purpose of the unit.

**Got It!**

After students have discussed the questions, allow them to write their conclusions on the lines. Advise them to use brief but clear ideas.

This information can help you provide students with the appropriate guidance throughout the activity:

- a. Some kinds of dictionaries can be: Pictionary, encyclopedic, technical, specialized, thesaurus (provides synonyms, antonyms and related words), monolingual (to find definitions in the same language, in this case: English-English) and bilingual (translations). Let them know we will focus on the bilingual dictionaries.

However, as a suggestion for their future learning, you could tell them that using an English-English dictionary would be great when their level of English allows this.

- b & c. The purpose of these questions is for students to realize that the use of a dictionary goes beyond just to look up the translation of a word. You can make them aware of these other uses:

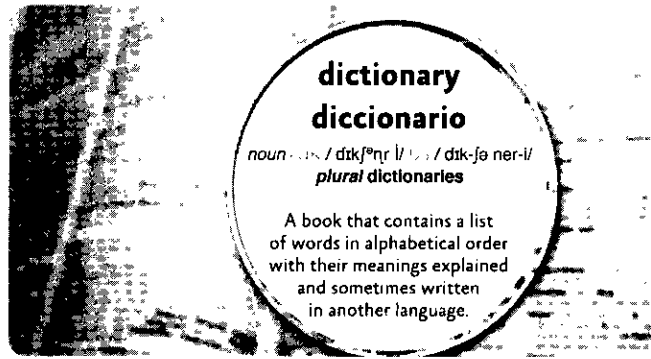
Look up the meaning of an English word or the English translation of a word in your language, check the spelling of a word, check the plural of a noun or past tense of a verb, find out other grammatical information about a word, find the synonym or antonym of a word, find out how to pronounce a word, find examples of the use of a word, etc.

- d. Regarding the last question, the idea is to make students aware of the importance of not overusing a dictionary to look up every single word they don't know. Some good advice is to try to figure out the meaning of words by analyzing the context.

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

**Get On!**

1. Look at this dictionary entry. Is it different or similar in your dictionary?



**Opening**

To get started, you can ask students to think about the information they find when they look a word up in the dictionary. Elicit some ideas and write them on the board. For example: phonetics, different definitions, examples, etc.

**Procedure**

**Get On!**

Have students look at the dictionary entry. Go over the information it provides and ask them to identify the contents.

Explain that when we look up a word in a dictionary, we may also find information about the its pronunciation (phonetics), the part of speech, and different forms of the word.

**Get in!**

Have students work in pairs. Ask them to read the statements together and to answer according to the information in the entry.

**Closing**

**Got It!**

This activity should be done in small groups so students can have the chance to check several dictionaries.

To check the activity write a list of the elements or components of an entry on the board.

Go over the new list and make sure these components are listed:

part of speech (usually abbreviated),  
pronunciation (phonetic symbols),  
meaning or definition, synonyms,  
examples, subentries, origin of the word.

Inform students that they will read useful information about dictionaries in their Reader.

**Homework** Ask students to read pages 29–33 of their Reader's book.

**Get In! Pairwork**

2. Work with a classmate. Look at the dictionary entry and choose YES or NO.

- |   | YES                                     | NO                                      |
|---|---|---|
| a. The words in _____ are the 'entries'.                        | ( <input checked="" type="checkbox"/> ) | (    )                                  |
| b. The word "dictionary" is an adjective.                       | (    )                                  | ( <input checked="" type="checkbox"/> ) |
| c. It has subentries.   | (    )                                  | ( <input checked="" type="checkbox"/> ) |
| d. It is pronounced differently in American and British English | ( <input checked="" type="checkbox"/> ) | (    )                                  |
| f. Pronunciation is shown.                                      | ( <input checked="" type="checkbox"/> ) | (    )                                  |
| h. It gives a short definition                                  | ( <input checked="" type="checkbox"/> ) | (    )                                  |
| i. It provides Spanish equivalents.                             | ( <input checked="" type="checkbox"/> ) | (    )                                  |

**bold**  
(adj) (of a color or design) having a strong or vivid appearance

**subentry**  
(n) In a catalogue, dictionary, index, etc. an item shown or listed under a main entry

**Got It! Teamwork**

3. Compare and discuss your answers with your teammates'. Check your dictionary. Read the introductory section where you'll find out how the entries are arranged. Make a list of elements found in an entry.

**Homework** Read the information on pages 29–33 in your Reader. Discuss in class the origins of the dictionary. Find the main idea in your reading. Compare it with your teammates.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

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

**Language Focus**

**Parts of Speech**

In English, words are categorized into parts of speech based on their use and function.

**Parts of speech** explain how a word is used in a sentence.

**Team work**

1. Work in teams. Find out a definition of each part of speech. Write three examples.

Parts of speech	Definition	Examples
Noun		
Pronoun		
Adjective		
Adverb		
Conjunction		
Preposition		
Interjection		

Getting ready for your product

**Instructions to use bilingual dictionaries**

Get to know your dictionary. Work with your team. Check different dictionaries. Write a list of 5 sections you find in all of them. Example: *Contents, Phonetic symbols chart...*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

• Ask your teammates: Do you think you know more about dictionaries and how to use them now?

**Language Focus**

Remind students of the list they wrote in the last lesson. Call their attention to one feature included in an entry: Parts of speech.

Have a volunteer read the information in the chart and ask students to mention the parts of speech they know. Write them on the board. Ask if they can give some examples.

1. Students work in teams. They should write the definition of each part of speech. Then they will give three examples of each.

Encourage research. It can be homework from the previous day. Otherwise, if possible, have them search the Web in class. If this is not likely, take an English-English dictionary to class and have volunteers look up the words and dictate the definitions to the class.

**Getting ready for your project**

Let students realize it's important to know all the sections and contents of a dictionary. Have them work with their product team and check different dictionaries. They should identify five general sections of a dictionary.

## English words

### Opening

As a warm up, you can ask students to remember the procedure they follow when they want to look up a word in a dictionary, and ask: *What do you do first? What steps do you follow then?* Etc.

### Procedure

#### Get On!

You can divide the class in groups of five and read the instructions. Make sure students understand the task.

Have students work in teams and ask them to order the statements into a logical sequence using numbers from 1 to 8. They should discuss the order of the statements.

Review the activity by having a student from each team tell you the order in which they organized the statements.

Discuss their answers and write, with their help, the correct order. Allow them to make any necessary corrections in their work.

Ask students to copy the statements in the correct order in their notebooks.

#### Get In!

Remind students that there are many ways to deal with unknown words in English, and have them read the questions. Clarify any unfamiliar word.

Ask students to answer the questions individually.

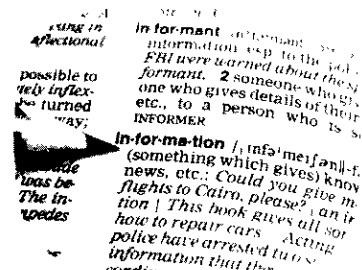
Once students finish answering the questions, ask them to share their answers with the rest of their team. Set a time limit of 8 to 10 minutes to share and compare their work.

#### Get On! Teamwork

1. Read and organize these statements into a logical sequence with numbers from 1 to 8.

- ( 3 ) Close the dictionary.
- ( 4 ) Make sure the entry is correct.
- ( 3 ) Look for your two letters at the top of the page.
- ( 6 ) Check meanings.
- ( 1 ) Open your dictionary.
- ( 2 ) Find the first two letters of your word.
- ( 7 ) Choose the right meaning.
- ( 5 ) Check pronunciation.

• Now, listen and check your answers.



#### Get In!

2. Do you know what to do with an unknown English word? Think and answer the questions.

- a. Do you ask someone in the family who speaks English?
- b. Do you ask your friends for help?
- c. Do you ask your teacher?
- d. Do you use a dictionary?

YES NO

( ) ( )

( ) ( )

( ) ( )

( ) ( )

unknown  
(adj) not known of

#### Teamwork

• Work with your team. Compare your answers and add other possibilities to understand the meaning of a word. Write your ideas in your notebooks.

#### Got It! Teamwork

3. Now, think about different ways to learn new words. Write your ideas.

Student's own answer  
-----  
-----

## Closing

### Got It!

Write this question on the board: *How can we learn new words in English?*

Have students discuss with their teams different ways to learn new words and write the best ideas that they come up with.

Have teams share their ideas with the class. Write some of them on the board. Provide ideas if necessary: watching movies in English, reading English texts, creating a personal dictionary, etc. Allow creativity to flow.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

Date:

**Get On!**

13

1. Read and order the paragraphs from 1 to 3. Listen and check your answers.

**How to use bilingual dictionaries**

"Perform a reverse lookup by finding the words "banco" and "orilla" in the Spanish section and translating them back to English. This process will help with accuracy when looking up ambiguous words like "bank." In English, a "bank" can be defined as an institution that safeguards money, or as a slope that immediately borders a river. The \_\_\_\_\_ method will help you find the correct Spanish version of "bank" that you are looking for."

"Get a bilingual dictionary with translations in both your native language and your target language. If you want to translate words from English to Spanish, find in an English-Spanish dictionary. Make sure the dictionary you consult has both an English-to-Spanish section and a Spanish-to-English section."

"\_\_\_\_\_ a word or phrase you want to translate. If you want to translate the word "bank," for example, go to the English section of the dictionary and find the word. There you will find a Spanish equivalent for the word. \_\_\_\_\_, because not all languages are the same, more than one translation will be provided for this particular word. In Spanish, "bank" can be "banco" or "orilla." In order to determine the correct word for "bank," you will need to identify the context in which the word is."

By Kevin Belhumeur, eHow Contributor



**Get In!**

2. Read the text again and answer the questions.

- a. Is this text for bilingual people? Yes  No
- b. Is it for people learning Spanish? Yes  No
- c. Is it for people learning English? Yes  No
- d. Is there sometimes more than one translation for a word? Yes  No

**Got It! Teamwork**

3. Discuss with your team the information in the text. Explain what a reverse look up is according to the text. What is it useful for?

however (con) nevertheless

look up (v) to search for

reverse look up you look up a word from English to Spanish and then you do the same from Spanish to English

**Opening**

Start the lesson by reminding students about the different elements included in a dictionary.

Elicit some answers from students and ask:

Have you noticed how dictionaries are organized?

Are all alphabets you know the same?

How are they different?

Have students be aware that the words in a dictionary are always ordered alphabetically.

**Procedure**

**Get On!**

Focus students' attention on the picture and ask: *What is the person doing? Where is he? Why do you think he has that expression on his face?*

Play the track and have students order the paragraphs. Play it again and check the correct order with the whole class.

Elicit new vocabulary words they find, and write them on the board. Have students help you define these words.

**Get In!**

You can have students read the questions. Make sure they understand all of them.

Before they write the answers, play the track one more time. Ask students to answer the questions. Set a time limit of 3 to 5 minutes. When students finish their work, you can ask for volunteers to share their answers with the whole class.

**Closing**

**Got It!**

Get students in teams and read the instructions to the class. Make sure they understand the task.

Ask students to discuss the information in the text. Set a time limit of 5 minutes and monitor their work.

Ask them to use their own words to explain the meaning of *reverse look up*. Encourage them to say what it is useful for.

Once the meaning is clear, have students do it. Give them some words to look up in their dictionaries and perform a reverse look up.

For example: it is useful to check when there is a false cognate confusion such as *pregnant- embarrassed, embarazada- avergonzado*.

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

**Language Focus**

**Language Focus**

Ask a volunteer to read the information in the box.

You can elicit more examples from students and write them on the board. Have students notice that the imperative uses no subject.

Explain the imperative can be used to give orders, commands, directions, and most important right now: instructions.

1. Have students go back and check the reading in the previous lesson. They should scan the text and identify the imperatives in it. Ask them to write them on the lines.

Ask them to compare answers with a partner and then check with the class.

**Getting ready for your project**

Tell students it's time to start planning their product. Have them work with their product teams and write simple but clear instructions using imperatives.

**Homework** Ask students to read the pages in their Reader and take notes about the origins of the dictionary.

**Imperatives**

We use instructions to tell someone how to do something. We often see the imperative form in instruction manuals.

*"Turn on the oven and select the kind of food you want to heat."*

To form the imperative, use the infinitive of the verb without 'to'. To make a negative imperative, use "do not" or "don't" before the verb

*"Read \_\_\_\_\_."*

*"Don't forget to turn the machine on!"*

*"Speak loudly."*

*"Do not let children handle this."*

1. Read the text on page 48 again. Identify and underline the imperative verbs. Write the phrases on the lines. Example:

go to the English section of the dictionary \_\_\_\_\_

careful  
(adj) full of care

**Teamwork**

Let's start planning your manual to use a bilingual dictionary. Work with your team. Think of general instructions you can give to use a dictionary. Write 5 simple sentences using imperatives.

1. Open your dictionary and check the list of contents.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

This is information you can use in the creation of your product!

- Compare your work with another team. Give and receive suggestions to improve your instructions.

**Homework** Read pages 34–37 in your Reader. Discuss in class the origins of the dictionary.

**Get On! Teamwork**



1. Discuss these questions with your team. The information you have read in your Reader can help you.
  - a. What can dictionaries help you learn about a word?
  - b. How are words organized in a dictionary?
  - c. What are *guide words*?
  - d. What's etymology?
2. **10** Listen and pay attention to the sound of the underlined words. Practice the pronunciation of the words. Listen again to check your pronunciation.

**Dictionary Basics**

You know that words are arranged in alphabetical order, so when you look up a word you read the words at the **top** of each page; sometimes there is only one per page, other dictionaries may have one per column.

**Focus** your attention on the "guide words" at the top of the page to locate your word or "entry." The one at the **top left** indicates the first entry on that page, the one at the **top right** indicates the last entry of that page.

Have in mind what type of word you are looking for, if it is masculine or feminine, singular or plural, a regular or irregular verb, an adverb, an adjective, a noun, a compound word. You will learn this with patience and practice.

- Check all the meanings the "entry" has for you, before you decide which one to select.
- Check and practice the phonetic transcription.
- If you encounter the word three times or more, copy it in your "personal dictionary."
- This information is valid for English and Spanish.
- Share your findings with your classmates.



**Get In! Teamwork**



3. In your notebook, write these words in alphabetical order. The team that finishes first wins!

capture captor captivity captive captivate captain

Ask some volunteers to explain the recommendations using their own words. Have the class mention the points they consider most relevant.

**Get In!**

You can have students work in small groups.

Have them arrange the words in the activity in alphabetical order, and encourage them to do it as fast as they can since it is a contest.

Once the first 3 teams finish, ask them to come to the board and write their results so the whole class can check their order too.

The correct order is: captain/ caption / captivate /captive / captivity / captor/ capture.

Remind students about the importance of alphabetical order when using a dictionary.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

**Meanings**

**Opening**

As a warm-up, you can review the alphabet in English. Have each student say one letter quickly. Continue, according to their sitting positions, asking them to say the next and so on.

**Procedure**

**Get On!**

1. You may want to check the homework in their Reader first, or have them discuss the questions that are related to what they read about.

If you consider it useful, have students write the answers in their notebooks.

2. To start the activity, you can have students close their books and listen to the recording. Check comprehension by asking volunteers to say what they understood. Or ask for specific information in the audio.

Now, have students open their books and play the track again so they read while they listen.

Elicit new vocabulary words they find, and write them on the board. Have students help you define these words.

Have students practice the pronunciation of the underlined words.

**Opening**

As a warm-up, elicit what the *guide words* are. In case it is not clear, remind them that the guide words tell the first word and the last word on each page. The words on the page are in between the guide words and in alphabetical order. The purpose of the guide words is to help them find a word more quickly.

Next, have them choose a page at random (or you can give them a specific group of words to work with). They write the guide words in their notebooks and close the dictionary. Then, have them work in pairs or small groups and give them two minutes to guess five words they can find between those guide words. Finally, students check the page where they took the guide words from and check if the words they wrote are in there.

**Procedure**

4. Ask students to use their dictionaries to look up the vocabulary words in Act. 3 and to check the meaning of the words so they can classify them according to their meaning.

Explain that certain words are formed using a root word, and that these words are related in meaning.

Related words: captivate /captive / captivity / captor / capture.

Unrelated words: caption / caption.

**Closing**

**Got It!**

5. Ask students to look up a group of words in their dictionary that begin with the same three or four letters and write them in the columns. Elicit the meaning of the words they find and help them if necessary.

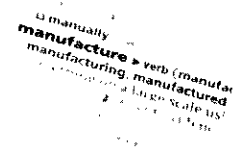
**Pairwork**

4. Work with a classmate. Look at the words in the box in Activity 3. Check their meanings and classify them.
  - a. Related meaning: *captivate, captive, captivity, captor*
  - b. Unrelated meaning: *caption, captioned*

**Got It! Pairwork**

5. Work with a classmate. Find in your dictionary two groups of words that begin with the same root.
  - Work with another pair. Share your groups of words. Copy one of your partner's groups.

Root: \_\_\_\_\_ Root: \_\_\_\_\_ Root: \_\_\_\_\_



**Pairwork**

6. Work with a classmate. Check the "Abbreviation List" in your dictionary. Copy the most useful abbreviations for you. Write the abbreviation followed by the full word. Then, share with the class.

root (n) basis, founder, sample

	Abbreviation	Word
1		
2		
3		
4		
5		

**Homework** Read pages 38–41 in your Reader and answer the comprehension check on page 42. Bring a dictionary next class.

6. First you can elicit some common abbreviations you find in a dictionary that students can recall. Write them on the board. Have students take out their dictionaries, go over the list of abbreviations and complete the table.

To enrich the activity, ask volunteers to share their work with another pair of students.

**Homework** Ask students to read pages 38–41 of their Reader's book and to answer the quiz on page 42. Remind them to bring their dictionaries for next class.



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

1. Discuss with your team. Do you know how to give instructions in English? What kind of instructions can you give someone?



**Language Focus**

**Instructions**

There are two parts to giving instructions. What we call Sequencers and then the actions.

Sequencers help order your instructions. It is like the 1, 2, 3, 4 of your actions.

The most common are:

- First(ly)...      Then...      Next...      After that...      Finally,...

**The second part: Instructions**

Do one of three things:

1. Tell people what is necessary
  - You (don't) need to...
  - You should/shouldn't...
2. what is wrong
  - You have to...
3. what is not necessary
  - You must/mustn't...

**Team work**

Getting ready for your product

It's time to work on instructions. Complete the sequence to use a dictionary in five steps.

How to use a dictionary in 5 steps



First you have to \_\_\_\_\_

Then you should \_\_\_\_\_

Next you need to \_\_\_\_\_

After that, \_\_\_\_\_

Finally, \_\_\_\_\_

Share and compare your steps with another team. Provide and receive opinions and suggestions to improve your work.

Start planning with your team your manual to use bilingual dictionaries!

- Can you order a sequence easily?
  - Yes, I can.
  - No, but I will practice.

**Opening**

What you can do to introduce this lesson is first remind students that we can use the imperative to give instructions and elicit some examples.

Then, let them know there are also other ways to do it.

**Language Focus**

Have a volunteer read the information in the box.

To make things clear, you can give students some ideas so they can briefly explain how to do something simple. For example:

How to make a sandwich, how to use a washing machine, etc. This will help them get used to using them.

Prepare some vocabulary they may need. Don't forget to emphasize the use of sequencers.

**Getting ready for your project**

Have students work with their product teams and This time they will apply the use of sequencers to the instructions to use a dictionary. This can be a model for students to practice how to give instructions with sequencers.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

## Consolidation

### Opening

Ask students to gather in pairs. Make sure all pairs have a dictionary to work with.

### Procedure

1. Remind students about the parts of speech. Have them mention them.

Read the instructions to the class, make sure they understand the task and ask students to look up the required examples in their dictionaries. (2 nouns, 2 adjectives, 2 adverbs, 2 prepositions, and 2 verbs). If you consider it necessary, clarify the meaning of the terminology or give them some examples of each. Set a time limit of 5 to 8 minutes.

For the second part of this activity, ask students to get together with another pair of students and to share the words they found. Ask them to copy the new examples in their notebooks.

2. Remind students what entries and subentries are. Elicit the meaning of these two terms and make sure the whole class understands.

Read the instructions to the group and ask students to look up the words and copy the entries and subentries on the lines.

Once students finish, ask them to answer the questions.

### Closing

3. Remind students that a bilingual dictionary works in both ways: English-Spanish and Spanish-English. Explain that in this last activity they will search for some words in Spanish.

### Pairwork

1. Work with a classmate. Find in your dictionaries examples of these parts of speech:

- |                     |                    |       |
|---------------------|--------------------|-------|
| a. two nouns        | E.g. sky, garden   | _____ |
| b. two adjectives   | E.g. duck, frozen  | _____ |
| c. two adverbs      | E.g. fast, quietly | _____ |
| d. two prepositions | E.g. to, by        | _____ |
| e. two verbs        | E.g. pass, think   | _____ |

Now, share your information with other pairs. Copy examples of new words that you find interesting.

### Pairwork

2. Look up these words in the English-Spanish section of your dictionary. Copy the entries and subentries.

- |         |           |          |
|---------|-----------|----------|
| a. more | b. become | c. every |
|---------|-----------|----------|

Student's own answer

Now read and answer.

- Which word may be an adverb, pronoun or adjective? \_\_\_\_\_
- Which word may be an adjective or an adverb? \_\_\_\_\_ Student's own answer
- Which word is an irregular verb? \_\_\_\_\_

### Pairwork

3. Work with a classmate. Choose three words in Spanish. Write them below and look them up in your Spanish-English dictionary. Copy entries and subentries. Share with the whole class.

- |          |          |          |
|----------|----------|----------|
| a. _____ | b. _____ | c. _____ |
|----------|----------|----------|

Student's own answer

Read the instructions to the class and ask students to look up the words in their dictionaries and to copy the entries and subentries of each of the words.

Once students finish, ask some volunteers to read their work to the class to share it and compare.

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



1. Write some instructions to use a dictionary on the lines.

Think about the words

2. Read the text and choose YES or NO.

### Personal Dictionary

Language learning is an ability that we obtain through practice. The more we practice, the more efficient we become. Personal experience is an excellent way to get good results. The Personal Dictionary is another learning tool.

What to do?

- Get an alphabetized notebook.
- Write down words that you come across frequently.
- Write down words that you do not spell correctly.
- Write down useful verbs.
- Check spelling every time you write down a word.
- Count the number of words you add every week.
- Check your personal dictionary first, if you don't have the information, use your regular dictionary.



- |   | YES   | NO    |                                   | YES   | NO    |
|---|-------|-------|-----------------------------------|-------|-------|
| a. It is for language students.         | ( ✓ ) | ( )   | f. You look up frequent words.    | ( )   | ( ✓ ) |
| b. It requires effort and practice.     | ( ✓ ) | ( )   | g. You write trivial information. | ( )   | ( ✓ ) |
| c. It has grammar information.          | ( )   | ( ✓ ) | h. You must check spelling.       | ( ✓ ) | ( )   |
| d. Personal experience is learning too. | ( ✓ ) | ( )   | i. It has examples.               | ( )   | ( ✓ ) |
| e. It is very difficult to make one.    | ( )   | ( ✓ ) | j. It has abbreviations.          | ( )   | ( ✓ ) |

#### Pair work

How useful do you think a personal dictionary can be for you? Write a small essay. Then, compare with your partner. Share your ideas to enrich your essay.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Review

### Opening

Let students know the purpose of this page is to review the material they have studied so far, and that it has to be done mostly individually.

### Procedure

1. Read the instructions to the class and make sure they understand the task.

Ask students to review and write some of the instructions they would use to explain how to use a dictionary.

Once students finish, check and ask them to go over the next activity.

2. Tell students that there are many ways to learn a language, but one of the most important one is to practice it.

Read the instructions to the class and have students read the small paragraph "Personal Dictionary" and ask them to find any unfamiliar words. Clarify any word if necessary.

Once students finish, ask them to go over the activity and write a check mark if they agree or not with the statements.

3. Students should write a small essay about the topic, so advise them to first, write their own opinion and then, share ideas with their partners to enrich their essays.

Elicit the answers from some teams to check the activity as a group and have them share their opinions.

Remind students to bring their notes and work of the previous steps of the product for next class.

**Week 12** **Instructions to use bilingual dictionaries** Date: \_\_\_\_\_

**Product**

**Step 1**  
**Review the topic**

Get in teams and discuss bilingual dictionaries. Mention the situations in which it is necessary to use a dictionary. List the components and the steps to use it. Also think about the illustrations you can include. Write some notes on the lines.

Check your work on page 49 to review the use of imperatives when giving instructions.

**Step 2**  
**Write your instructions**

Take a look at page 52 to review the use of Sequencers when giving instructions.

Work in teams to write the instructions for the usage of a bilingual dictionary.

What do you do to look up a word in a bilingual dictionary?

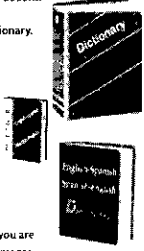
First, \_\_\_\_\_

Then, \_\_\_\_\_

After that, \_\_\_\_\_

Finally, \_\_\_\_\_

Check the writing, ask your teacher for help. Think about the way that you are going to present your manual, you can use different kind of paper and images to illustrate it.



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**Instructions to use bilingual dictionaries** Week 12

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

**Product**

**Step 3**  
**Prepare the presentation of your manual**

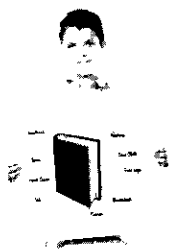
Check your instructions one last time.

Are they correctly written? Check with your teacher. Are they clear and easy to follow?

Rewrite the sentences for the manual on the type of paper that you selected.

Write a title, order the steps and paste the images.

Make sure the text and images are big enough for your audience to see clearly.



**Step 4**  
**Work in teams**

Set up your presentation. Ask your teacher for help if necessary.

**Assessment**

Examine the production of the unit and review it. Write expressions that illustrate your judgment that of the 50 students, 10 students would use the information and the used instructions to make a manual.

What are the results of the assessment? How did the students use the information with the manual? What is your opinion about the project? Write it.

What is your opinion about the project? Write it.

Write some thing, your comment the other one needs to improve.

56 Unit 3

## Instructions to use a bilingual dictionary

### Step 1 Review the topic

Students review and collect the information they need to create their product. They also check the materials they may need to get to present their manuals. For example, cardboards, colors, etc

### Step 2 Write your instructions

In this step students discuss their ideas for the instructions to use a dictionary. It's time to create their manual. Provide help with vocabulary and grammar. Encourage them to check the lessons where they can review important points to create their manual. Give them some time to do this.

### Step 3 Prepare the presentation of your manual

Advise them to do a checklist for their project as it will help them determine their progress.

Monitor and supervise their work. Correct any mistakes on grammar or spelling before they rewrite the instructions on the cardboard.

### Step 4 Work in teams

In this last stage, students present their final work to the class.

Encourage your students to be confident when they are presenting their work in English.

Give them time to prepare themselves and help them with any questions they may have.

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

It is time to reflect on the achievements in this period. Let's find out what you learned and can do, or what you need to work on harder, or practice and reinforce.



Choose the option according to your performance.

1. Look up the meaning of the words in the dictionary. 2. Write the meaning of the words in your notebook. 3. Write the meaning of the words in your notebook. 4. Write the meaning of the words in your notebook. 5. Write the meaning of the words in your notebook. 6. Write the meaning of the words in your notebook. 7. Write the meaning of the words in your notebook. 8. Write the meaning of the words in your notebook. 9. Write the meaning of the words in your notebook. 10. Write the meaning of the words in your notebook. 11. Write the meaning of the words in your notebook. 12. Write the meaning of the words in your notebook. 13. Write the meaning of the words in your notebook. 14. Write the meaning of the words in your notebook. 15. Write the meaning of the words in your notebook. 16. Write the meaning of the words in your notebook. 17. Write the meaning of the words in your notebook. 18. Write the meaning of the words in your notebook. 19. 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recognize dictionary components

look up English words.

look up Spanish words.

write instructions of usage.

identify entries and sub-entries

set the sequence of steps.

Think about your results. If you got more *always*, you are doing a very good job, keep working hard. On the other hand, you should identify what you are doing well and what you can improve if you got more *sometimes*. Don't worry if you chose *never*, it only means that you need help to get better. As a suggestion, detect the part of the unit where you need assistance and ask your teacher for help. Go ahead in order to get your goals.

Compare your results with a classmate, share study strategies and advice to improve the academic performance, write about it. Then, describe what you learned in this unit and ask your partner:

\_\_\_\_\_

Let students know that this section is an opportunity to reflect on their work and their own learning process.

Read the instructions to the students and make sure they understand the tasks.

Read the first two or three statements and elicit how to mark each statement in detail.

It is a good moment to ask students to go over the statements and mark their individual progress according to the criteria.

**You can visit the following website where your students can practice their English skills with online exercises:**  
<https://eu.ixl.com/ela/>

## Questionnaire

### Objectives

- Suggested questions for students.

### Guide the process

- What is a bilingual dictionary?
- What is an example of a bilingual dictionary?

### Foment reasoning

- Why do you believe there are instructions for a bilingual dictionary?
- An example of when a bilingual dictionary is used is.

### Stimulate reflexion

- How can you help a classmate to use a bilingual dictionary properly?



**In this unit:**

- I will develop the following communicative activity:  
→ Exchanges associated with means of communication.
- I will work on this social practice of the language:  
→ Compose dialogues and interventions for a silent short movie.
- My achievements will be:  
→ Review silent movies.  
→ Understand general sense and main ideas.  
→ Produce dialogues and interventions.
- I will be able to create this product:  
→ Script for a silent short movie

**What I know**  
Answer and share with the class.

How many types of movies do you know?

Write some features of the movie

is it the sound necessary in a movie?

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Introduce the topic of this unit by asking students: *Do you like movies? How often do you go to the movies? What kind of movies do you prefer? what kind of movies do you not like?* Get students involved in a short conversation on the topic.

Provide them with some vocabulary on movie genres: *action, adventure, comedy, drama, epic, horror, musicals, science fiction, war, romance.*

Go over the objectives and expected achievements of the unit with students. Ask some volunteers to say what they understand using their own words.

Next, you can let students answer the *What I know* section so you can check previous knowledge on the topic.

Date:

**Get On!**

1. Read the following text.

**Silent movie**

A silent movie is a movie that consists of only the picture; it has no sound. Before the 1920s, most movies were silent. The years before sound came to the movies are known as the "silent era" among movie scholars and historians.

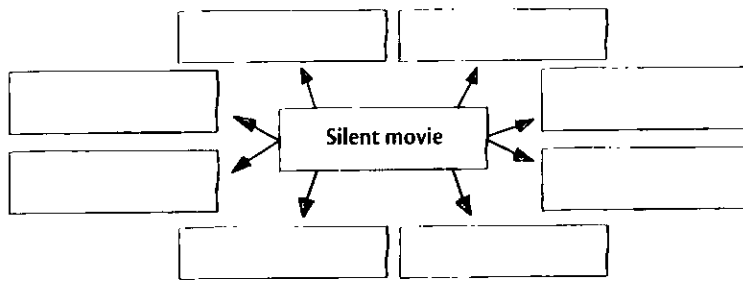
Since the movies didn't have spoken dialogues, titles were edited in to clarify the situations to the cinema audience or add critical dialogues, these titles are also known as intertitles

Showings of silent movies usually were not actually silent; they were commonly accompanied by live music. Early in the development of the motion picture industry, it was learned that music was an essential part of any movie, as it gave the audience emotional cues for the action taking place on the screen. Small town and neighborhood movie theaters usually had a pianist accompany the movie; large city theaters would have entire orchestras.

Adapted from <http://ensia.cerosia.org/wp-content/uploads/2011/08/silent-era.pdf>

**Get In!**

2. Complete the mind map, using the text in activity 1. Share with your classmates.



**Got It!**

3. Discuss the questions with your classmates. Write the answers in your notebook.

- I have you ever seen a silent movie? Do you like it?
- Do you think it was easier or more difficult to make silent movies? Give reasons.
- What is the particularity of silent movies?
- What's the importance of intertitles used in silent movies?

Don't forget to have feedback time after pair work. Ask each pair to share their work with the whole group. Set 5 minutes limit.

**Closing**

**Got It!**

Get students in teams of four and have them answer the questions.

Students should discuss the text they read in activity 1.

Then, they will answer the questions together. When they finish, you can have different students share their answers with the class. Monitor students' work and help if necessary. Make sure students use English at all times and check answers with the whole class.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

**Silent movies**

**Opening**

To introduce the topic, you can ask students what they know about the first movies which were made. Ask them what is the oldest movie they have seen and if they have ever seen a silent movie. Discuss the topic. Encourage students to use English to express their ideas.

Ask half of the class to look up the word movie, and the other half, the word film in their dictionaries. Have volunteers read what they find. Elicit the difference from students. Remind students that some words are different

in British and American English. Ask them for other examples they know.

**Procedure**

**Get On!**

Ask students to work in pairs.

Students should read the text with their partners. Have them look for vocabulary words they don't know.

**Get In!**

Write on the board "Silent movies", start brainstorming. Write a list of words based around the topic. Let the students organize the information and discuss how it is related.

**Get On!**   

1. Read the following text and underline the main ideas.

**Body Language**

In silent movies actors and actresses need to be very expressive in order to communicate with the audience. As they do not speak, they use their body language and facial expressions to mutely say what they are doing, thinking, planning or even imagining, and this is how they convey ideas to the audience. Some signs and gestures are universal, or almost. We all know that a person who is smiling is happy and that a person who is crying may be sad; a person waving his or her hand is maybe saying hello or goodbye. We must not forget that deaf people through history have used sign language and may communicate even without speaking. So, if you cannot use spoken words to say something, you can always use, like in silent movies, your body language to communicate. Sometimes a facial expression or a gesture is worth more than one hundred words!



**Opening**

Ask students to express their opinion about silent movies. Tell them to say if they think they are interesting or boring. Ask them to tell you if they know who Chaplin was. It would be very useful to assign a movie for homework to talk about it. If students are able to do it in class, it'd be great.

Suggested links:

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

[https://www.youtube.com/watch?v=YJW8DHds\\_kc](https://www.youtube.com/watch?v=YJW8DHds_kc)

<https://www.youtube.com/watch?v=tfwOKapQ3qw>

Next, elicit from students the ideas they have about "body language". You could draw a mind map on the board and have them help you develop it.

Here's a definition for you to share:

*Body language is the unspoken element of communication that we use to reveal our true feelings and emotions. Our gestures, facial expressions and posture, for instance.*

**Procedure**

Have students read the text and underline the main ideas. Be sure students understand the task. Have them work individually. Then, check with the whole class. Encourage some students to briefly tell what they understood in their own words.

Get students in pairs. Ask them first to analyze the images. Then, read the feelings aloud.

Students should match the images with the descriptions. Share their answers. Talk about how they use gestures to communicate in their daily life.

**Closing**

**Got It!**

3. Get students to work in teams of four. Ask them to talk with their classmates

**Get In!**  

2. Match the feelings to the images.



a. upset.



b. happy



c. friendly



d. exhausted

**Got It!**  

3. Read the text in Activity 1 again. Discuss with your team different gestures, facial expressions, postures and signs that you may use to communicate.

4. Make a list of feelings and emotions that you can express through body language. For example: happiness, anger etc. Perform some to the class. Can they say what feelings or emotions you are trying to express?



**READER** Read pages 44–45 in your Reader. Find this information: character of the story and movie mentioned. Share with your teammates in class. Watch a short silent movie. Write a short summary and your opinion to discuss it in the next class.

about different gestures and signs that people use to communicate. Tell them that they will have fun this time playing a game in teams. Explain the rules: "One of you will mime an action and the other three will try to guess what you are trying to say". Students must take turns miming, so everybody can participate in the activity.

4. Encourage students to come up with different feelings and emotions that can be expressed by body language.

Examples:  
*happiness, sadness, anger, surprise, disgust, fear, confusion, excitement, desire, contempt, joy, and sadness.* Write a list on the board.

*Go over the activity. Have students act out some emotions and feelings. The class will guess what they are trying to express. Have fun!*

**Homework** Ask students to read pages 44-45 of their Reader's Book. They should pay attention to the character of the story and the movie mentioned. Tell them to take notes.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.



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

ACTIVITY 1



1. Look at the images. Max and Ana dressed up like mimes for a school project about silent movies. Discuss with your classmates the facial expressions and gestures and write on the lines what they are doing and mutely saying.



Students' work on Act 1

ACTIVITY 2

2. With these new images and the ones in Activity 1 imagine the story that Max and Ana are trying to convey. Number the scenes, write down the complete dialogue and a final message that Max and Ana can tell the audience. Share with your classmates.



Students' work on Act 2

ACTIVITY 3

Getting ready for your product

Think about movies that you like. Write a list of different movies and their genre (romance, action, mystery, etc). Choose one and discuss the characters, their body language, facial expressions, gestures and postures.



- What are the elements of a silent movie?

Before you read pages 47–49, pay attention to the images. What do they describe? Can they help you to predict the topic of the story? Why? When you finish, compare your predictions with the information in the text.

Make sure students use English at all times and check what the students wrote. Ask volunteers to read out loud.

Getting ready for your project

Ask students to work in groups. It is time to start getting ready for their product.

Ask questions like:

- Why do you think people enjoy watching movies?
- What is your favorite movie genre (action, comedy, horror)?
- Why do you like that particular genre?
- Have you ever watched movies without sound? Can you notice what happens even there's no sound?

Ask them to think about a story that they would like to share with their classmates. Say they will share their ideas with three of their classmates and choose the best one.

Ask them to write down the title and the main ideas so they keep track.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

Opening

Start by checking homework about the silent movie they watched. You can ask students to talk about it in small groups. Encourage them to give their opinion

1. Explain that in this activity students need to look at the pictures of Max and Ana who dressed up like mimes for a school project about silent movies.

Ask them to write in the spaces provided what they are doing and mutely saying.

Monitor students' work and help if necessary.

Make sure students use English at all times and check answers with the whole class.

2. Ask students to look at these new pictures and the ones in Activity 1.

Have students imagine the story that Max and Ana are trying to convey.

Tell students to number the scenes, write down the complete dialogue and a final message that Max and Ana can tell the audience.

## Why does music matter?

### Opening

As a warm-up, you can elicit from some students what they remember about the text in the previous lesson and ask: *Do you agree with what the text says about movies? What do you think is the importance of movies? How much do movies influence our lives? Get students involved in a short discussion.*

### Procedure

#### Get On!

Ask students to read the text silently and underline new words. Elicit the new words from students and write them on the board. Have the class help give the meaning.

Have some volunteers read the text out loud.

#### Get In!

Ask students to go over the text again and find the information required to answer the questions.

While students are working on the activity, monitor their work and provide help if necessary.

### Closing

#### Got It!

Students work in small groups. Remember to switch them around once in a while so they can have the chance to work with different classmates.

Students should write a short dialogue. The purpose this time is that they become conscious of the importance of music and effects in movies.

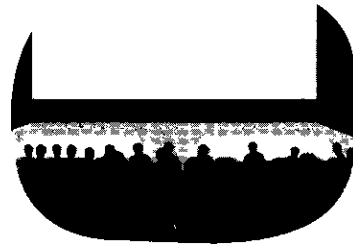
If you consider it better, have them do it for homework so that they will be more prepared to present their dialogues. Encourage them to be creative in the use of sound effects.

Date:

#### Get On!

1. Read the following text and highlight the main ideas.

"Showings of silent movies almost always featured live music, starting with the pianist at the first public projection of movies by the Lumière Brothers on December 28, 1895 in Paris. From the beginning, music was \_\_\_\_\_ as essential, contributing to the atmosphere and giving the audience vital emotional cues. Small town and neighborhood movie theaters usually had a pianist. From the mid-teens onward, large city theaters tended to have organists or entire orchestras. Massive theatrical organs such as the famous "mighty Wurlitzer" could simulate some orchestral sounds along with a number of sound effects."



[http://cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/s/Silent\\_film.htm](http://cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/s/Silent_film.htm)

#### Get In!

2. Read the following questions and answer them with your classmates.

recognize  
(?) to identify

Why do you think music was important in silent movies?

Do you think some words and dialogues may be replaced by music? Why?

What kind of phrases can be replaced with sounds? Write three examples and then use your voice and musical talents to prove it.

#### Got It!

3. With a partner, write a short dialogue that will be accompanied by music and sound effects of your choice.



**Homework** Ask students to read pages 46-48 of their Reader's book.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

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

**Get On!**

1. Look at the movie scenes and read the intertitles.



**Get In!**

2. Read the following questions and answer them with your classmates. Use activity 1.

- a. Where are they?
- b. Do you think you can change the expressions they are using? Why?
- c. What kind of gestures and body expressions were used?
- d. Mention the sound effects you would use to add more emotional cues to the scenes.

**Got It!**

3. Write a synopsis, using the images and texts in activity 1.

Read pages 46–48 in your Reader and answer: Who is having the conversation?

Ask students to answer the questions and share the answers.

**Closing**

**Got It!**

You can start the activity by asking students if they understand what a synopsis is.

*A synopsis is a brief description of the screen story in written form. It contains all the important elements -- characters, storyline, actions, reactions and major incidents -- from beginning to end in chronological order.*

Have them work in pairs and go over the task.

To check the activity, encourage students to read their synopsis out loud and have the class choose the one they like most.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

**Opening**

Ask students what they have learned about movies so far. Get them involved in a short conversation about the topic.

**Procedure**

**Get On!**

To introduce the activity, ask students if they know what intertitles are. Elicit ideas. Here's a definition for you to share with them:

*A word or group of words (such as dialogue in a silent movie or information about a setting) that appear on-screen during a movie but are not part of a scene.*

Students should read the intertitles to determine if they describe what is happening in the scenes.

To exploit the activity you can ask them to change the intertitles. *How would you change the dialogue? What else can they be saying?*

Elicit different ideas.

**Get In!**

Divide the class in pairs and read the instructions. Make sure they understand the task.

Encourage students to guess the meaning from the context.

**Opening**

Check homework. Ask students to tell the part of the story they read in the Reader's using their own words.

You can ask them specific questions about that part, or ask them to write a short summary and discuss their opinion in small groups.

**Procedure**

Call students' attention to the pictures and ask them to write their own intertitles, or a description of what they see. For example, in image 2, "This man fell down into a drain." "Oh God, I have to watch my step!"

Monitor students' work and help if necessary. Make sure students use English at all times and check answers.

2. Have students share their work with a partner and write a short synopsis of his/her story.

Ask some volunteers to read their partner's story to the class.

**Closing**

**Getting ready for your project**

Remember the purpose of this section is to provide students with the proper guidance for the creation of their product.

This time the idea is that students plan the way they will present their script for a silent short movie. So let them get together with their product teams and discuss their ideas for a while. After a reasonable time, tell them to write their plan. Then, have them mark the check list.

**1. Look at the pictures and write the intertitles.**



... This man may ...  
... have an accident ...

**Pair Work**

**2. Share your intertitles with your partner and write a short description of his/her story.**

Student's own answer

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**Team Work**

**Work with your team. Discuss the details about your movie and if the script you are going to develop needs sound effects or music or both. Think about the dialogues and intertitles. Write down the topic, characters description, emotions, location and time.**



**Did you ...** YES NO

- select a topic
- describe characters
- describe emotions
- set a location
- write dialogues
- define the time of your movie

♦ **Write in your own words the importance of music and sound effects.**

Getting ready for your product

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

**Get On!** DISCUSS

1. The following pictures belong to a silent movie but they are in disorder. Discuss with your friends what happens and put them in order.

1      2      3      4      5



**Get In!** WRITE

2. Decide the name of the characters and describe them (age, likes, dislikes, etc.), decide the name of the place and the date where the scenes take place and think of a title for the movie.

Characters	Description	Place	Date	Title
------------	-------------	-------	------	-------

**Got It!** WRITE

3. Describe what happens in each scene.

1. The girl's
- 2.
- 3.
- 4.
- 5.



## Dialogues

### Opening

Have some students give their opinions about silent movies. Ask them about movies they have seen.

### Procedure

**Get On!**

For this activity you can form small groups. Have them first look at the images and discuss the possibilities.

Then, ask them to proceed. Check with the class.

**Get In!**

Now, students go over the characters, place and date. They will also choose a name for the short movie.

### Closing

**Got It!**

It's time to produce. Have students write their descriptions. Monitor and provide help. Ask students to follow the sequence of the story in activity 1.

**Homework** Ask students to do some research and find out about some famous silent movies. Tell them to choose one and write a short synopsis of the story.

**Opening**

Check homework. Have students share the information about the silent movie they wrote about. You can engage a short conversation by asking if they liked the movie they saw, and if they didn't to say why.

**Procedure**

**Get On!**

Students look at the callouts and organize them.

They can compare their answers with a partner before you check with the class.

**Get In!**

Have students work with the same teams they worked with in the last class. They will now write a dialogue for their story.

Advise them to draw callouts and place the lines on them. They could do it on a sheet of paper.

Let them use their creativity!

**Closing**

**Got It!**

Have students write a description of the scenes.

Follow the sequence in lesson 15A. Ask questions like: What do you think is going to happen?

Ask them to be creative.

Students now present their work to the class.

**Homework** Ask students to read pages 49–53 of their Reader's book and to do the activities on page 54.

Date:

**Get On!**

1. Read the following callouts and organize them.

Hey! Come on, let's go!  
We will visit the city and  
have a nice day!

On a summer day,  
in New York City...

I'm so excited  
I hope he will  
be on time.  
I cannot see him.

**Get In!**

2. Use the images in Lesson 15A and the story you told to write a dialogue between the characters.

**callout**  
(n) a short string of text connected by a line, arrow, or similar graphic to a feature of an illustration

**Got It!**

3. Continue the story in lesson 15A and write the intertitles. Write the descriptions of the scenes that may help you to better understand the dialogue above.

THE END

**Homework** Read pages 49–53 in your Reader. Answer the comprehension check on page 54.

Date:

COMPREHENSION



1. Can we understand things without talking? Look at the following story. It has no dialogue, what is it about? In your notebook, write down a short paragraph where you tell the story. Then, share your story with the rest of the class.



WRITING

2. Write the intertitles, use the images in activity 1.

PROJECT

Make a draft of your movie script.

Getting ready  
for your product

- Describe how gestures create meanings and associations.

Opening

Check the comprehension activities from the Reader's book.

You can have students compare their answers with some classmates first before you check with the whole class.

Procedure

Ask students to look at the sequence. Tell them that it has no dialogue, ask them to say what it is about.

Students will have to tell the story. Remind them that intertitles can be dialogues or descriptions of the scenes.

Make sure students use English at all times and check what they wrote. Ask volunteers to read out loud.

Getting ready  
for your project

It's time to get ready for their presentations. Let students get together with their project teams and make a draft.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

## Consolidation

### Opening

Let students know this lesson is going to help them make decisions for their future product presentation.

### Procedure

You can start by giving them some time to form their teams. If they can't find partners, assign them at random.

1. Encourage students to see silent movies as this is basic for the development of the unit.

If you assigned this for homework, check the elements they listed.

2. Have them compare with their teammates and agree on the scene they will choose to work on.

### Closing

3. Give students the opportunity to write a draft of their silent movie script. Advise them to assign roles. Encourage them to think of intertitles they may use with dialogues or description of scenes.

Tell them to plan the body language they will use to act-out the scene. And to decide if there will be a story teller, etc. Let them use their creativity to present their scripts.

Once all students finish writing their parts, ask them to get together and write a final script, this, to help them see the sequence of their participation and the sequence of the content.

Work 16

Date:

#### WORKSHEET

1. Watch a silent movie. You can do this for homework or if it's possible in class. You can choose from these suggestions or others of your choice. All team members must see the same movie.

##### Modern Times

<https://www.youtube.com/watch?v=tfw0KapQ3qw&t=6s>

##### A Christmas Carol

<https://www.youtube.com/watch?v=nmp9RbF1hwM>

##### A trip to the moon

<http://www.dailymotion.com/video/x3cglx9>

- Write a list of elements of the movie you see: topic, characters, plot, sound and music. And select a scene you like.

#### WORKSHEET

2. Compare your list with your teammates'. Discuss the scenes you liked and explain why. Agree on one for your script.

#### WORKSHEET

3. Think of possible intertitles for your scene: with title cards, written indications of the plot and key dialogue lines. Write your ideas.

Student's own answers





Date:

Student's own answer

1. Read and answer the questions below.

- a. Where can you get information about silent movies?
- b. What do you need to do it?
- c. Is this media popular in your community?

2. Read the information.

**already**  
(adv) previously

**feature**  
(n) form

**steal (infinitive),  
stolen (v past  
participle)**  
to take (something)  
from someone etc.  
without permission  
or unlawfully  
especially in a  
secret manner

The Kid (1921) - The Criterion Collection

Charlie Chaplin was an international star when he decided to break out of the short-movie format and make his first full-length . The Kid doesn't merely show Chaplin at a turning point, when he proved that he was a serious movie director—it remains an expressive masterwork of silent cinema. In it, he stars as his ...



Eric Ro... - Charlie Chaplin - Roland "Rollie" Totheroh - Eric James

3. Find these ideas in the text.

a. Title of the movie	b. Director	c. Website
The Kid	Charlie Chaplin	<a href="http://www.criterion.com/film/27566-the-kid">http://www.criterion.com/film/27566-the-kid</a>

4. Read the text. What do you think comes next? Discuss with your partner. (If you want to know the complete story, watch the movie).

The movie *The Kid* is about a mother who leaves her new baby in a limousine. It is and the baby is dumped in a garbage can. A tramp finds the baby and gives him a home. Years later ...

70 Unit 4

Review

Opening

Tell students the purpose of this lesson is to review the material they have studied so far and to help them remember the most important facts studied in the unit.

Procedure

1. Get students in pairs and read the instructions. Make sure they understand the task.

Ask students to read the questions carefully and to answer them individually according to their own experience.

Ask students to share and compare the information they just wrote with their partners.

2. Read the instructions to the class and make sure students understand what to do.

Ask students to read the text and underline relevant information. Monitor their work and provide help if necessary.

Have students share what they highlighted and compare.

Tell students they can check the website to get information they may use for their presentations.

Closing

3. Ask students to work in pairs. Have them go back to the text and find the information required.

While students are working on the activity, monitor their work and provide help if necessary.

4. Have students read this beginning of a synopsis of a famous Chaplin movie. Students try to guess what might happen next in the story.

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

**Script for a silent short movie**

Product

**Step 1**  
**Discuss and decide with your team**

Join your team and discuss the silent movie of your choice for your final script. Also discuss and agree on the scene(s) you are going to write your script about.

Take notes of your decisions.

Check your notes on pages 62 and 69 to review your previous ideas.

between  
UPPER OF THE  
ALSO THE FLOOR  
REMOVING THE  
DIPLOMA AND  
TO AN APPROPRIATE  
PLACE OF INTEREST

**Step 2**  
**Organize Information**

After you have selected the ideas which you are going work on, check the:

- **Topic**  
What is the name of the movie? What is the plot?
- **Characters**  
How many characters are in the scene? What do they look like? What are the characters' names?
- **The emotions**  
What physical movements support the scenes? How will the characters act? What gestures do they show?
- **The location**  
What is the set of the movie? What does the location look like? What objects are required for the scenes?
- **The dialogues**  
What are the expressions for each character?
- **The time**  
How long will the silent movie be?

Check your work on pages 64-69 to use as a model.

**Step 3**  
**Rehearse**

Each team must assign roles to develop the product. Some students in the team will act scenes. Other students will read the script. Check each other's work in order to match the acting and the dialogue. In a silent movie the audience can see the image and read any dialogue scenes.

Read pages 50-52 and write about the events during the fire, what happened to silent movies? Share your ideas with the class.

Family and community 71

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

**Script for a silent short movie**

Product

**Step 4**  
**Present your script to the class**

Perform all the scenes of your silent movie, showing the intertitles, making sound effects and playing music.

Decide who will be the story teller to read the dialogue. Pay attention to intonation. Select the students who will read the cards with descriptions.

Once upon  
a time

**Assessment**

Ask students to evaluate their work. Ask them to give feedback and a grade to their work. Ask them to give feedback to their classmates.

Ask students to give feedback to their classmates. Ask them to give feedback to their classmates.

Ask students to give feedback to their classmates. Ask them to give feedback to their classmates.

Ask students to give feedback to their classmates. Ask them to give feedback to their classmates.

72 Unit 4

**Script for a silent short movie**

**Step 4**

**Opening**

Tell students it's time to finish their product and have their presentation.

Ask students to get together with their teams and to check their plan on page 69. Since they have already started preparing their presentation they should be ready by now.

**Procedure**

Read the instructions to the class and make sure students understand the tasks.

Walk around and monitor their work.

Remember to let them use their creativity to present their scripts.

Encourage the use of body language, sound effects, music and whatever they come up with to enrich the presentation.

**Closing**

In this last stage, students will present their final work to the rest of the class.

Encourage your students to be confident when they present their work in English.

Give them time to prepare, and help them with any doubts or questions they may have.

Set a time limit of 5 to 10 minutes for each team to present their scripts.

Remember to have students self-evaluate their work and provide feedback to classmates.

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



It is time to reflect on the achievements in this period. Let's find out what you learned and can do, or what you need to work on harder, or practice and reinforce.

Choose the option according to your performance.

order sentences in a sequence to write a dialogue.

understand non-verbal language.

contribute to the writing of a dialogue.

understand the general idea.

understand the main ideas.

give opinions about silent movies.

Think about your results. If you got most *always*, you are doing a very good job, keep working hard. On the other hand, you should identify what you are doing well and what you can improve if you got most *sometimes*. Don't worry if you chose *never*, it only means that you need help to get better. As a suggestion, detect the part of the unit where you need assistance and ask your teacher for help. Go ahead in order to get your goals.

Compare your results with a classmate, share study strategies and advice to improve the academic performance, write about it. Then, describe what you learned in this unit and ask your partner.

Let students know that this section is an opportunity to reflect on their work and their own learning process.

Read the instructions and make sure students understand the task.

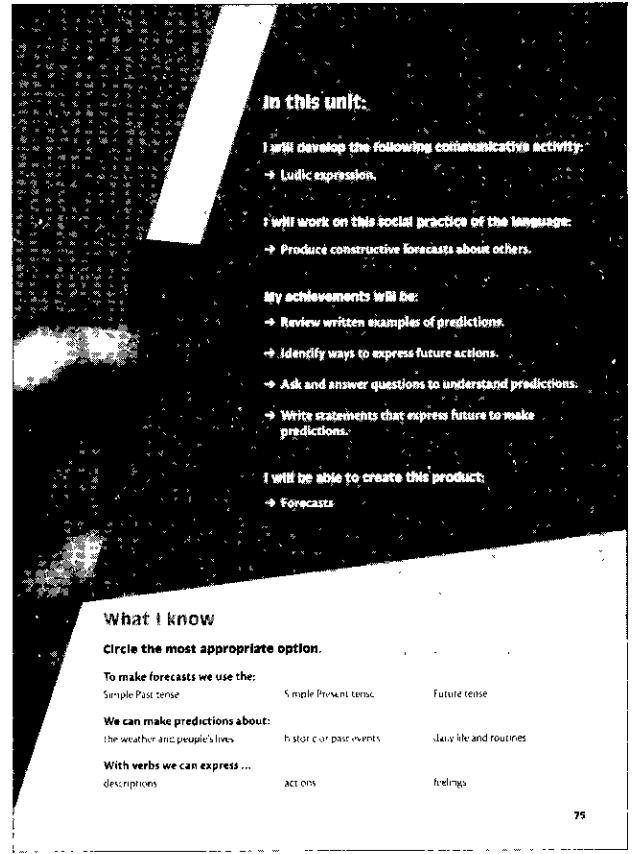
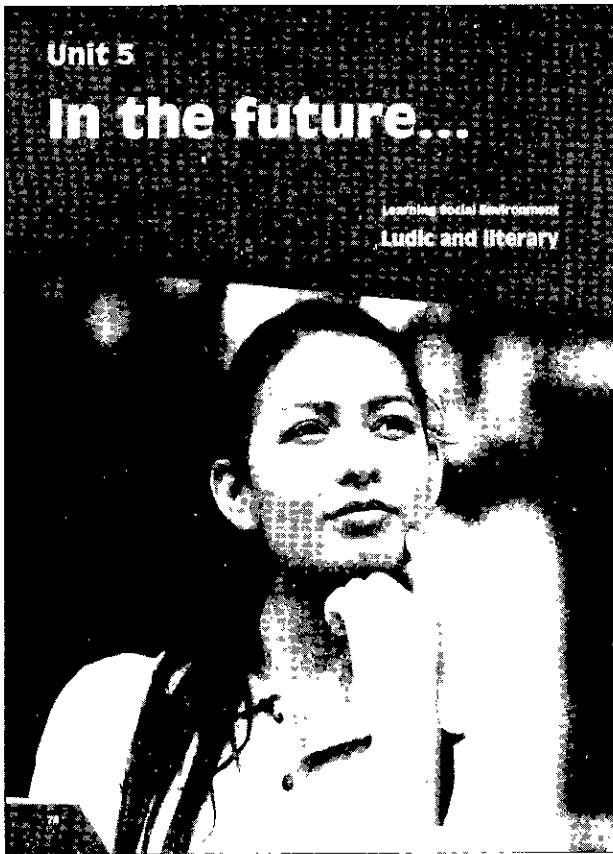
Read the first two or three statements and explain how to mark each statement in detail.

It is a good moment to ask students to go over the statements and mark their individual progress according to the criteria.

**You can visit the following website where your students can practice their English skills with online exercises:**  
<https://eu.ixl.com/ela/>

### Collection of stories

- Ask each student for a notebook or sheets of blank paper to create a Collection of stories.
- Motivate them to jot down in their notebooks their experiences, anecdotes, and comments about the lessons and activities they have done. This collection of stories can be a personal text or it can be shared among other classmates.
- When sharing their anecdotes, make positive comments to help students overcome problem areas. Invite students to do the same with their comments.



Focus students' attention on the title of the Unit, and ask:  
*What does the title of the unit tell you? What do you think when somebody talks about "the future"? How do you see yourselves "in the future"? What do you think the future will be like in 10 years?*

You can get students involved in a short conversation.

Go over what this unit will be about with your students.

Tell students that the products they will work on during this unit are related to the future.

Next, you can let students answer the *What I know* section so you can check previous knowledge on the topic.

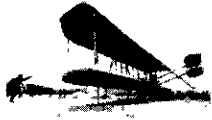
Date:

**Get On!**

1. Read the news headlines. Underline/Highlight important information.

**"Man will not fly for 50 years."**

- Wilbur Wright, co-inventor of the airplane, 1901



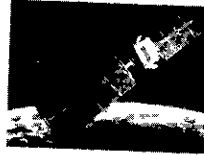
**"In 15 years, more electricity will be used for electric vehicles than for light."**

- Inventor Thomas Edison, 1910



**"There is no chance communication space satellites will provide better telephone, telegraph, television or radio service inside the United States."**

- Federal Communications Commission member T.A.M. Craven, 1961



**Get In! Pairwork**

2. Answer these questions about the texts in Activity 1.

- a. What are the three texts about?  
\_\_\_\_\_
- b. Were those predictions right? \_\_\_\_\_
- d. Do you think there will be more inventions in the electricity and communication fields? Why? \_\_\_\_\_
- e. What type of inventions do you think there will be in the \_\_\_\_\_ century?  
\_\_\_\_\_

**Got It! Pairwork**

3. Choose one of the topics in Activity 1. Discuss your opinion with your partner. Write down your conclusions.

**following**  
(adj. prepositional)  
about to be mentioned specified, etc. the following items

**practically**  
(adv.) virtually, almost; it has rained practically every day

**Homework** Read the information on pages 55-59 in your Reader. Identify the topic of the reading. Talk about it in class.

# Predictions

## Opening

To introduce the topic, you can ask students to look at the pictures describe what they see. Encourage them to predict what the topic will be.

## Procedure

### Get On!

Ask students to read the texts individually and underline or highlight the most relevant information. Set a time limit of 3 minutes. Tell them to ignore the

words they don't know and to focus only on relevant information.

Elicit new vocabulary words, and write them on the board. Explain the vocabulary or ask other students to help you define these words.

Ask students what these sentences have in common, and explain the simple future in both affirmative and negative forms.

Have students focus again on the reading and ask them to read the paragraphs again.

### Get In!

Have students answer the questions individually and tell them to base their answers on the texts they just read.

Monitor students' work and help them correct any grammar or spelling mistakes if necessary. Set a time limit of 5-8 minutes.

When students finish, ask them to share their ideas with the rest of the class and write their ideas on the board.

## Closing

### Got It!

Have students work in pairs. Read the instructions to the class.

Ask students to write their personal opinion about the texts in activity 1. Set a time limit of 3-5 minutes.

Once students finish, ask them to share their written opinion with their partner.

**Homework** Ask students to read pages 55-59 from their Reader's book. This time their task is to identify the main topic. Ask them to take notes.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

**Opening**

Explain to students that, since the future is uncertain, people like to make predictions about it.

A prediction is a statement that we make about the future. When a person makes a prediction they say what they think will happen in the future.

Ask them where we can see or hear predictions. Elicit examples.

**Procedure**

**Get On!**

Before starting the lesson, write the word "Forecast" on the board and elicit its meaning.

Tell students that this word is very old (from Middle English), divide it as follows and explain: Fore + Casten

Fore = *to plan beforehand*

Cast = *calculate or prepare, to plan in advance*

Ask them to give you an example to check comprehension.

Have students answer the activity. Tell them there are no correct or incorrect answers, as it's about their opinion.

Once students finish, ask them to write the equivalents or opposites on the lines.

Have students work in pairs. Remember to encourage them to work with different classmates every time.

Tell them to look up the meanings in a dictionary. Then, find examples showing how the words are used.

**Get In!**

Get in groups of four. Read the questions aloud, let the teams answer the questions.

Have volunteers share their answers with the rest of the class, and discuss as a group.

Date:

**Get On! Teamwork**

1. Read the statements and write the words required.

- a. An equivalent of "prediction".  
\_\_\_\_\_ forecast
- b. An equivalent of "thought".  
\_\_\_\_\_ thought
- c. An opposite of "future".  
\_\_\_\_\_ past
- d. The opposite of "correct".  
\_\_\_\_\_ wrong

• Write true or false. Compare your answers with a partner.

- a. A forecast is a prediction of an event or condition.  true
- b. A thought can also be an intention or a plan.  true
- c. A prediction is related to past events.  false
- d. Prediction always becomes real.  true

**Get In! Teamwork**

2. Discuss with your classmates the following questions and write the answers.

- a. What can we make predictions about? \_\_\_\_\_
- b. What is a forecast? \_\_\_\_\_
- c. What do you think about future predictions? \_\_\_\_\_
- d. Are predictions always true? Why? \_\_\_\_\_

**Got It! Pairwork**

3. Look at the images and match the columns. Discuss that predictions with your partner and write your opinion in your notebooks.

- a. In 2020, cars will drive themselves.
- b. In 2020, Japan will build a robotic moon base.
- c. In 2020, we will control several devices via microchips implanted in our brains.



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**Closing**

**Got It!**

Ask students to continue working on this activity. First individually then in pairs.

Read the instructions to the class and ask students to look at the images and to read the statements carefully. Analyze the information, and then answer the questions.

Ask students to discuss the statements and give their opinion. Give them some tips:

- Think about their opinion before the discussion starts
- Say what they really think about the topic and explain why you think that.
- Listen to other opinions.
- Listen to what your classmates say and say if you agree or disagree.
- Respect others. Be polite if you disagree.

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

**Team work**

1. Go back to Activity 1, in Lesson 17A. Complete the information about the predictions. Find the information in the news headlines.

<p>a. Quotation: "Man will fly for 100 years"</p> <p>E.g. _____</p> <p>Time: 1901</p> <p>Topic: flying</p> <p>The prediction was wrong because _____</p>	<p>b. Quotation: Student's own answer</p> <p>_____</p> <p>Time: _____</p> <p>Topic: _____</p> <p>The prediction was wrong because _____</p>
<p>c. Quotation: Student's own answer</p> <p>_____</p> <p>Time: _____</p> <p>Topic: _____</p> <p>The prediction was wrong because _____</p>	

**Language Focus**

**Predictions**

Use **will** or **won't (will not) + verb** to predict a future event or action.

*Electric cars will be more popular in the future.*

*Man will not fly for 50 years.*

**Team work**

Get in teams. Choose a person you know, an athlete, or someone you admire to work with on making a forecast. Express why you chose that particular person.

Write your reasons in your notebook.

- Family members
- Famous people
- Athletes
- Politicians

• I understand what forecast means

I do.

Not yet, but I will soon.



Getting ready for your product

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**Closing**

**Getting ready for your project**

Remind students this section will help them start planning their products (Forecasts)

Have students work in groups. Switch them around so they have the chance to work with different classmates.

Ask students to choose a person from the list and to start a discussion.

You can start a discussion with a question, for example, *Why did you choose that particular person?*

Then, ask your classmates what they think.

Finish the discussion by summarizing what you have spoken about.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

**Opening**

Check homework. Ask students about what they read in their Reader's. Ask for the main topic. Encourage them to express their feelings about the story.

**Procedure**

You could form groups of four before starting the lesson, ask them to read again the texts on page 77. Give them 3 minutes to do this.

Once they finish reading, read the instructions to the class and ask students to complete the information in subsections a) and b) with two of the

paragraphs they just read. Set a time limit of 5-8 minutes. An example is provided.

Ask some volunteers to share their answers with the rest of the class, and discuss their answers as a group. Thank volunteers for their participation.

**Language Focus**

A volunteer can read the information in the box. Then, elicit more examples from the class. Write some on the board.

## The future

### Opening

It is recommendable for the teacher to write the title of the lesson on the board ("The future") and ask students how often they think about the future. Ask them if they think of the "future" as something very far in time.

Elicit answers from several students.

### Procedure

#### Get On!

Ask students to find the synonyms of the words. Give them 3 minutes to do the matching.

Once students finish, ask them to get together with another classmate to compare their answers.

Focus students' attention on the pictures and ask them if they can think of any time people made predictions about any of these pictures. Elicit answers from various students and discuss each of the pictures briefly.

Ask students to read the paragraphs in the text individually in silence and to underline the new vocabulary words they just saw in the previous activity, have them highlight all the ideas that express the simple future. Set a time of 5 minutes.

Play the track and have students listen to the paragraph.

Have students listen again as they read the paragraphs in silence. Once students finish, ask them to get together with another classmate so they can read the paragraph in pairs. It is recommendable to tell students to work with different classmates.

Elicit ideas from students in which they find the simple future. Ask volunteers to come to the front and write them on the board.

Ask students to think of possible ideas in the future to make up new sentences in their notebooks.

#### Get On! **To Pairwork**

1. Listen to some **par. the future**, which were made before the year 2000. Choose the correct word. Then, listen again and check.



"[In 2000] remote **shopping** selling, while entirely feasible, will flop – because women like to get out of the house, like to handle merchandise, like to be able to change their minds."  
- Time magazine, 1966

"By 2000, **economies/politics** will simply fade away. We will not see any political parties."  
- Inventor R. Buckminster Fuller, 1966



"The actual building of **roads** houses devoted to motor cars is not for the near future, many rumors to that effect."  
- Harper's Weekly, 1902

"Plastic waste, by the year 2000, should be a comparatively **big** **minor** problem... containers of any kind will certainly be illegal."  
- Futurist M.W. Thring, 1973

#### Get In!

2. Write True or False, according to the text.

- a. In 2000, remote shopping failed completely.
- b. By 2000, political parties disappeared.
- c. In 2000, containers of any kind became illegal.

True	False
True	False
True	False

**despite**  
(prep) in defiance of regardless of notwithstanding

**non-returnable**  
(n) not returnable to a vendor for refund of a deposit

**prediction**  
(n) something predicted a forecast, prophecy, etc

#### Got It! **Pairwork**

3. Read the predictions again and answer the questions.

- a. Which is the oldest prediction? **The one related to cars.**
- b. What is it about? **Students' own answers.**
- c. Did that prediction come true? **No.**
- d. Why? **Because roads in that era were not**



#### Get In!

Read the instructions aloud. Ask students to read carefully the statements and discuss the information. Answer true or false.

Once students finish, ask them to get together and compare their answers.

### Closing

#### Got It!

Form pairs to do the activity. Read the instructions and clear up any doubts.

Ask students to analyze the paragraphs and answer the questions together.



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

**Get On!** Pairwork

1. Read the following text and discuss it with your partner.



When Lauren was a child she liked going to the beach and playing with her friends. But seeing so much plastic waste would upset her.

She would also notice that everything at home was packed in plastic bags and nothing would be recycled.

Now Lauren is a college student studying Environmental Science.

**Get In!** Pairwork

2. According with the previous text, what do you think Lauren is up to these days. Choose one option and explain why.

- a. Using recyclable bags, not paper nor plastic, also making her own products such as toothpaste. Recycling or reusing waste. Separating garbage.
- b. She has become a vegetarian, she only eats organic meals, she walks or rides a bike everywhere.

Write your answer in the space provided.

**Got It!** Teamwork

3. Gather with your team and engage in a discussion about other possible future activities Lauren can develop according to her environmental preferences.

Share your ideas.

**Homework** Read the information on pages 60–63 in your Reader. Underline the main ideas and talk about it in class.

**Opening**

Introduce students, explaining some of the major problems caused by waste disposal and use of landfills.

Ask students to brainstorm a list of different ways to dispose garbage. For example, burning, burying, shooting into space, etc. Write the list on the board.

**Procedure**

**Get On!**

Ask students to read the text.

Once they have read it, reiterate the importance of recycling for the environment.

Tell students that recycling will help to maintain environment for many years.

You can also explain what happens to solid waste when it is disposed. Give examples.

Based on what they read in the text, students should choose the paragraph that they think best describes Lauren in the present.

Then, they should justify their choice. Have them share and compare their answer with a partner, present or future to respond correctly.

**Closing**

**Got It!**

Have students work in groups and discuss possible future activities Lauren can develop. Examples:

*She will probably work for an organization dedicated to protecting the environment.*

*I think she will continue recycling and she will show people how to do it.*

**Homework** Ask students to read pages 60–63 from their Reader's book.

Date:

**Language Focus**

**Identify tenses**

There are time expressions that help us identify tenses.

**For past actions:**

- yesterday / day before yesterday / in 2005      I was born **in 2005**.
- # days / weeks / months / years **ago**      I started studying English five years **ago**.
- last** Monday / week / month / year      We wrote a report **last week**.

**For present actions:**

- every day / week / month / year      I take a shower **every day**.
- once / twice / # times a day / week etc.      We take our English class **twice a week**.
- always / never / usually / sometimes / often      My best friend **usually** calls me in the afternoon.

**For future actions:**

- tomorrow / soon      My teacher will get married **soon**.
- next** Monday / week / month / year      I'll finish my report **next week**.
- in** # days / weeks / months / years      We'll take our final test **in two weeks**.

**Pair work**

1. Interview your partner about waste management. Use different time expressions. Share with your classmates. Write your interview in your notebook.

Get in teams. Gather information of the person you chose previously, based on present and past evidence. Research for details about him (likes and dislikes). Take notes in your own words to help you remember the facts you research.

- I can structure questions and statements and respond using different time expressions.

Yes, I can.

Not yet, but I will



**Getting ready for your product**

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**Opening**

Remind students that predictions are sometimes based on past events. As an example, you can talk about the weather, comparing that of yesterday, that of today and ask them to predict the weather for tomorrow.

Elicit answers from some students and write them on the board so they can see the differences.

*Yesterday the weather was...*

*Today the weather is...*

*Tomorrow the weather will be... / is going to be...*

**Language Focus**

**Identify Tenses**

Let students know there are time expressions that help you identify tenses.

Ask them to look at the chart and read the time expressions in silence.

It is a good moment to check and teach vocabulary if needed

Once students have read the chart, go over it with the whole class.

The teacher could say a time expression and students must say whether this belongs to present, past or future.

Have students work in pairs. Read the instructions to the class, make sure they understand the task.

Have students write some questions to find out about waste management individually. Then they should answer them using their own information. Set a time limit of 5 minutes.

Once students finish writing and answering them, ask them to interview their partners. Have students write a report about their answers. Set a time limit of 5 to 8 minutes.

While students are working on both activities, monitor their work and help them with any grammar, vocabulary or spelling questions if necessary

**Closing**

**Getting ready for your project**

Ask students to continue working in teams and to use the information from the Language Focus to write sentences about their partners. Students can write examples using different time expressions.

Ask students to gather information about the person they chose previously. They can bring newspapers, articles, magazines, etc. If it is someone they know, ask them to do an interview.

Once students finish, ask them to switch their notes so they can check the information.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

**Get On!** Teamwork

1. Read the text about Riddhi and underline the main ideas.

Riddhi is a high school student that lives in Puebla. He likes computers, tablets and videogames; his favorites are sports ones. He loves playing outdoor sports too. He spends his free time playing videogames and training with his neighborhood's baseball team. He gets along with everyone, he is very friendly and he always has a smile on his face. He is kind and if someone needs help, he will assist them. If someone struggles with technology, he will gladly help and explain or give solutions. Even if you can't come to see him, he will come and visit you to fix your gadgets.



**Get In!**

2. Complete the chart, with the information given in activity 1. Share and compare your answers with your classmates.

Condition	Result

**Language Focus**

**First Conditional**

If clause (condition)  
If + simple present  
if we keep polluting,

Main clause (result)  
simple future  
our ice caps will melt.

**Got It!**

3. Imagine three different conditions and the results. Write them in your notebooks.

**Graphs**

**Opening**

Introduce the lesson by eliciting different situations in which students can use conditionals. Be prepared with vocabulary they may need

Give examples: *If you don't study for your social studies exam, you will fail.*

*If the weather is good, we will go swimming.*

*If she runs faster, she will win the race.*

**Procedure**

**Get On!**

Have students read the text and ask them to pay attention to the ideas with "if". Remind students to try to guess the meaning of new words from the context.

**Get In!**

**Language Focus**

Go over the chart with students. Explain students they are going to talk about conditions that must apply for something to happen. Let them know that with the

First Conditional we are predicting a likely result in the future if a condition is fulfilled.

Notice how we use a comma after the present tense clause. Explain we can also reverse the order: *Our ice caps will melt if we keep polluting.* But in this case the comma is not used as "if" is the connector between both clauses.

It's important to provide more examples and elicit others from students. You can write some on the board and have them copy them in their notebooks.

You can give them just one clause so they will complete the ideas orally. *If you study for your exams... If you don't study... If I save some money... etc.*

**Closing**

**Got It!**

3. Now, you can go back to the text and focus on the idea: *If I complete my homework by 4:00 pm, I will go to the movies with my friends.* Brainstorm several ideas orally. Then, let students work in teams and go over the activity.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

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

**Get On!** **Pair work**

**1. Listen to the prediction.**

"Computers and \_\_\_\_\_ will change the future of education because the CDROM will be like a textbook stored on a disk. So instead of carrying loads of heavy textbooks, you carry a couple of disks that you can read the material from. Learning would be made easier and \_\_\_\_\_."



Riddhi Shah, age 10. Published in the Spring 1995 issue of ZuZu.

**Opening**

Before starting with the rest of the lesson, ask students the following questions:

*How has the use of Internet changed? Did it increase or decrease? Why do you think that happened?*

**Procedure**

**Get On!**

Have students listen to the track and fill in the blanks with the missing information. Listen to it twice. Have them check their answers and correct them if necessary.

Ask them to underline the vocabulary words they don't understand. Set a time limit of 3 to 5 minutes

Elicit the new vocabulary words from students, and write the words on the board. Explain the vocabulary or ask other students to help you define these words.

Ask students to read the paragraph in silence while they listen to the track one more time.

**Get In!**

Ask students to read the statements, and to write a check mark if they agree or not with the statements. Set a time limit of 3-5 minutes to complete the activity

**Get In! Pair work**

**2. Read the prediction and choose (✓) YES or NO.**

	YES	NO		YES	NO
a. That was a future forecast.	( ✓ )	( )	e. It has a hopeful message	( ✓ )	( )
b. It relates to past events.	( ✓ )	( )	f. It is an intelligent idea.	( ✓ )	( )
c. It was right	( )	( ✓ )	g. It was unusual at the time.	( ✓ )	( )
d. It was about school.	( ✓ )	( )	h. It is true now.	( ✓ )	( )

**Got It! Pair work**

**3. Answer and discuss with a classmate the questions below.**

- a. How old is the author now? \_\_\_\_\_ Student's own answer \_\_\_\_\_
- b. How old was he then? \_\_\_\_\_
- c. Where do you think he was from? \_\_\_\_\_
- d. What was he talking about? \_\_\_\_\_
- e. Who was he talking to? \_\_\_\_\_
- f. Was his prediction correct? \_\_\_\_\_
- g. Is it real now? \_\_\_\_\_

**CDROMs**  
(n) compact disc read-only memory, a compact disc used with a computer system as a read-only optical disk

**less of a burden**  
(determ) less of: to a smaller extent or degree something that is carried (noun) burden: load something that is exacting, oppressive or difficult to bear

**Homework** Read the information on pages 64-65 in your reader and do the activities on page 66.

**Closing**

**Got It!**

Have students read the questions and make sure they understand everything. Ask them to answer them together.

Ask some volunteers to read their answers to the whole class.

**Homework** Ask students to read pages 64-65 from their Reader's book. And do the activities on page 66.

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

**1. Write about what you are going to do to improve your academic performance.**

I'm going to \_\_\_\_\_ Students can answer \_\_\_\_\_

\_\_\_\_\_



**Pair Work**

Work with a classmate. Share your ideas. Do you have similar intentions?

**2. Use your notes from Activity 1 and write a report about your classmate. Can you find someone who has the same plans as you?**

\_\_\_\_\_

**Language Focus**

**Going to**

**be going to (+infinitive)**

We use both **will** and **be going to** when we want to make a prediction about the future, but use **going to** when you have evidence that supports you in making that prediction.

*It's very cloudy. It's going to rain.*

Also use going to for future plans:

*I'm going to travel next year.*

**Team Work**

Work with your teams. Use the information you gathered previously. Make predictions about what their lives will be like next year and in 10 years. Compare and discuss.



- a. Tell how the person looks and acts.
- b. Think about the future.
- c. Write about future plans

Make a draft of your predictions in your notebook.

- Check, add or correct information.
  - Check spelling and grammar.
  - I understand what predictions are
  - Organize the information logically.
- Yes, I do                      Not yet, but I will soon.

Getting ready for your product

**Opening**

Focus students' attention on the phrase "future intentions" and write it on the board.

Remind students that one of the uses of "going to" is to express plans and have students give some examples.

**Procedure**

1. Now, you can go back to the topic and focus on the idea: *If we continue polluting the earth...*

Brainstorm several ideas orally. Then, let students work in teams and go over the activity

Have students answer the questions individually and ask them to focus on the use of "going to".

Review the tense if necessary and set a time limit of 5 minutes to answer the questions.

Once students finish, ask them to share their information with another classmate.

Ask students to interview each other and then to switch roles. Encourage them to use English at all times.

2. Ask students to write a short report individually on their partner's answers using the notes they have from the previous activity.

**Language Focus**

Have a volunteer read the information in the chart.

Provide more information:

We use **be going to** + the base form of the verb: *I'm going to take trip at the end of the year.*

We use **going to** to talk about future plans and intentions.

We also use it to predict something that we think is certain to happen or which we have evidence for now: *It's going to rain.* (The speaker can probably see dark clouds.)

You can give more examples and elicit others from students. Write some on the board.

**Getting ready for your project**

Students should make predictions. Ask them to work in teams and make a draft.

Explain the prediction they are going to write about should be made from a past time. They should imagine they are in some time in the past when they make their prediction which is about something happening in our present time.

Monitor and provide help.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

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

## Consolidation

### Opening

You can introduce the topic by reminding students what we have been talking about during the unit: the future.

Tell them to think about technology in the future. Ask them to look at the picture and elicit what comes to their mind.

1. Have students read the texts and highlight main ideas.

Then, have volunteers read out loud. Clarify new vocabulary.

2. Students should rewrite the predictions from the texts, but using their own words.

Check with the class and ask for more ideas similar to the ones in the texts. What else do you think might happen in the future?

### Closing

3. Read the instructions to the class and clear up any doubts. Ask students to work in their teams to write a short article similar to that in the first activity. Tell them to pick one of the topics and make predictions.

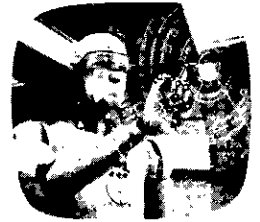
While students are working monitor and help if necessary.

Once they have finished have them check their predictions with another group.

1. Read these predictions.

#### Robots will find it easy to manipulate us

Long before artificial intelligences become truly conscious or self-aware, they'll be programmed by humans and corporations to seem that way. We'll be tricked into thinking they have minds of their own, leaving us vulnerable to all manner of manipulation and persuasion. Such is the near future envisaged by futurist and sci-fi novelist David Brin. He refers to these insidious machine minds as HIERS, or Human-Interaction Empathetic Robots.



#### The effects of climate change will be irreversible

Late last year, world leaders forged an agreement to limit human-caused warming to two degrees Celsius. It's a laudable goal, but we may have already passed a critical tipping point. The effects of climate change are going to be felt for hundreds, and possibly thousands, of years to come. And as we enter into the planet's Sixth Mass Extinction, we run the risk of damaging critical ecosystems and radically diminishing the diversity of life on Earth.

Extracted from: <https://gizmodo.com/10-predictions-about-the-future-that-should-scare-the-h-1783538821>

2. Work in pairs. Rewrite the predictions from the text in your own words.

Artificial intelligences will be programmed by humans.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

global  
(adj) covering,  
influencing, or  
relating to the whole  
world

3. Choose a topic to make a forecast. Work with your team to write a short article like the ones in activity 1.

- a. Sports – Soccer World Cup 2022
- b. Population statistics – More men or women in 2020
- c. Schools in 2040
- d. Technology in the following decade
- e. Professions in 2020

# Review

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

1. Complete the ideas with things that are likely to happen in the future. Give two possibilities for each situation.

- a. If we study for our exams, we'll get good grades.  
.....
- b. If I save some money, .....  
.....
- c. If you call me this weekend, .....  
.....
- d. If we continue polluting the environment, .....  
.....

### Pair work

2. Write about your academic/work future. Use expressions like these: I think I will..., I'll probably..., I probably won't..., I'll definitely...

3. Write four plans you can achieve the rest of this year. Design a calendar and include specific dates to reach these goals. Share and compare with others. Example: In June, I'm going to graduate.



## Review

1. If you consider it helpful, review the First Conditional. Elicit what students remember about the topic. Have students complete the ideas with either an If-clause or a main clause. Check with the class.
2. Have students think of their academic lives in the future. Ask them to think how they see themselves in 5-10 years for example. Have them write about it.
3. Ask students to write five different plans they are going to achieve the rest of the year. Encourage them to include specific dates to reach their goals. They can do it in their notebooks. Once students finish, ask them to compare their work with another classmate. Check grammar or spelling mistakes. Have some students share their calendars with the rest of the class. Then students should write a report about one of their classmates. This can be done for homework.

**Forecasts**

Week 20 Date: \_\_\_\_\_

**Product**

**Step 1**  
**Choose a person**

Work with your teams. Choose a classmate to work with on making forecasts. Express why you chose that particular person.


Go back to page 78 to check your previous ideas.

**Step 2**  
**Gather information**

Find out what is happening today in their lives.

Write the information you gathered.

- Talk about present and past events.
- Learn new vocabulary. Make a word bank.
- Take notes in your own words.
- Respect others' opinions.



Go back to page 81 to check your previous ideas.

**Step 3**  
**Write predictions**

Make predictions about your classmates' future plans. Imagine what will happen in 10 and 20 years.

For example, I think Mary will be a teacher, because she is great with children.

- Use the future tense to make predictions.
- Think about your partner's future plans.
- Make a list of positive qualities your partners have to justify your prediction.
- You must think of a reason why.

Go back to page 84 to check your previous ideas.

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**Forecasts**

Week 20 Date: \_\_\_\_\_

**Product**

**Step 4**  
**Presentation**

Read your predictions aloud. Consult the person you chose if she/he thinks that prediction will come true.

Take turns telling your classmates about your predictions and reasons.

Read your forecast and check (✓).

- Your forecast is read.
- Grammar is correct.
- You think it is likely to happen.
- It is easy to understand.
- You enjoyed your work.
- It is about future events.
- You left all your questions about it.

**Assessment**

Now, write your prediction in front of the class. Now, express an opinion about your and another team's work. Check the list to see according to your preferences.

Look in your class and answer the questions. Then, share the information with another team. What are your opinions about your team's job?

\_\_\_\_\_

What is your opinion about your classmate's job?

\_\_\_\_\_

Write something you liked and the other one that you didn't like.

\_\_\_\_\_

88 Unit 5

## Forecasts

### Step 1 Choose a person

Have students work in teams to talk about predictions.

Ask students to choose a topic to make a forecast about.

Ask students to express their own ideas as they vote and say why they prefer that particular topic.

### Step 2 Gather information

After having decided on the selected topic, ask students to look up and gather information to write ideas in the spaces provided.

### Step 3 Write predictions

Have students write their own predictions and ask them to be ready to present in front of the class.

### Step 4 Presentation

Ask students to check the list to see that everything is in order to be presented.

Tell them to verify they have no questions before presenting their product.

The teacher must be sure all the students have understood what they have to do. Check their work and provide some help when needed.



# What I got to learn and can do!

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

It is time to reflect on the achievements in this period. Let's find out what you learned and can do, or what you need to work on harder, or practice and reinforce.



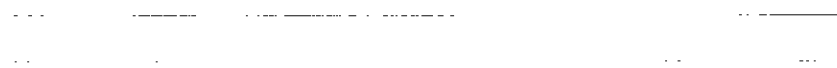
Choose the option according to your performance.



- understand a written forecast.
- ask for information about future situations.
- give information about future situations.
- express opinions about the future.
- write personal forecasts.
- give positive predictions about others.

Think about your results. If you got more *always*, you are doing a very good job, keep working hard. On the other hand, you should identify what you are doing well and what you can improve if you got more *sometimes*. Don't worry if you chose *never*, it only means that you need help to get better. As a suggestion, detect the part of the unit where you need assistance and ask your teacher for help. Go ahead in order to get your goals.

Compare your results with a classmate, share study strategies and advice to improve the academic performance, write about it. Then, describe what you learned in this unit and ask your partner:



# What I got to learn and can do!

Page 89

You can let students know that this section is an opportunity to reflect on their work and their own learning process.

It is recommended to read the instructions and make sure students understand the task.

Since it is the first time students do this, read the first two or three statements and explain how to mark each statement in detail.

It is a good moment to ask students to go over the statements and mark their individual progress according to the criteria.

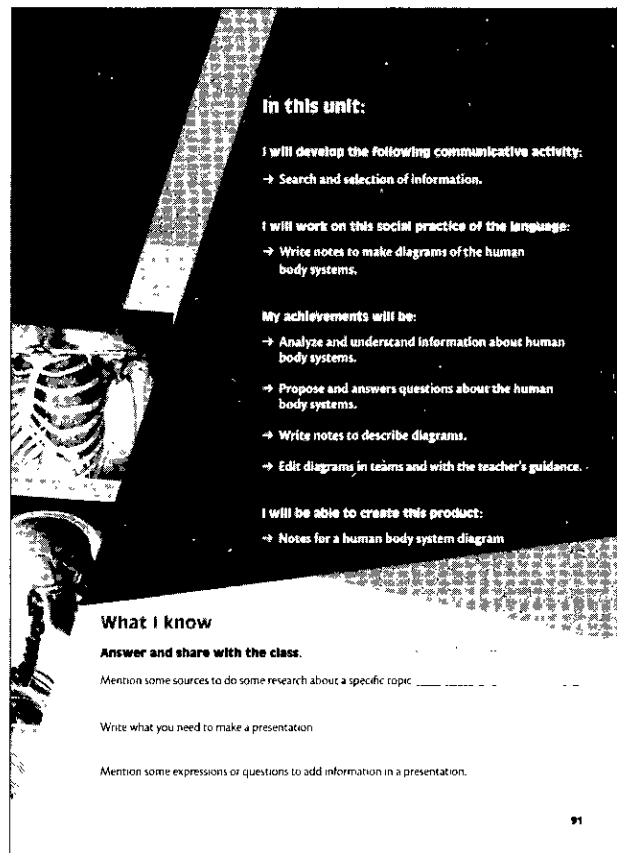
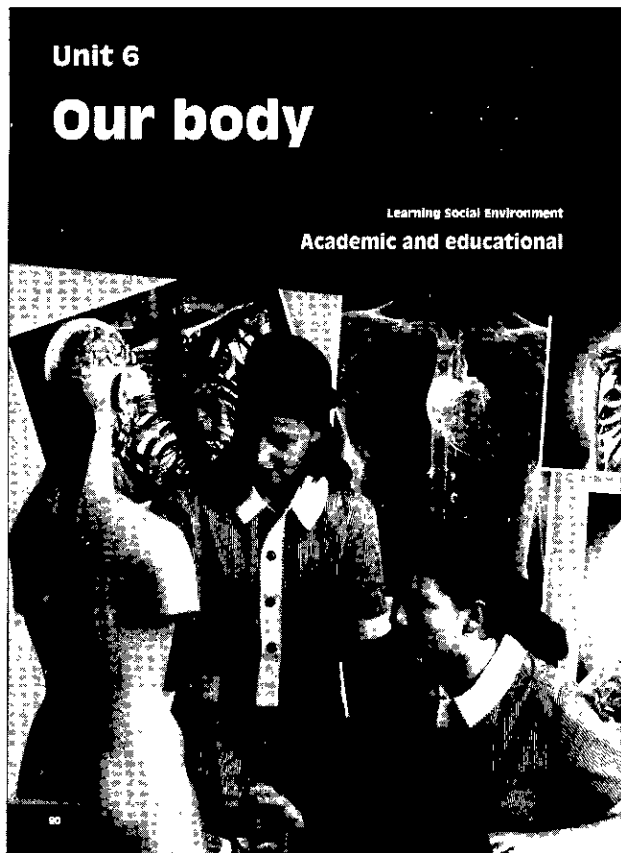
**You can visit the following website where your students can practice their English skills with online exercises:**  
<https://eu.ixl.com/ela/>

## My new ideas bank

Ask your students to, in their notebook or in a sheet of paper, copy the following format:

My new ideas Bank	
What I learned...	
I can relate it with ...	

In the first column, students will write what they learned and in the second column, the elements of real life that relate with what they learned. In the end promote an exchange of information.



Ask students to look at the picture and ask: *What are these students doing? Why do you think they're wearing uniforms? Where are they?*

Focus students' attention on the title of the Unit, and ask: *What does the title of the unit tell you?*

Go over what this unit will be about with your students.

Go over the achievements with the students and clarify any questions, vocabulary words, etc.

Next, you can let students answer the *What I know* section so you can check previous knowledge on the topic.

**Get On!** 18

Do you know the parts of a cell? Do you know how cells get together to carry out different functions of the body?

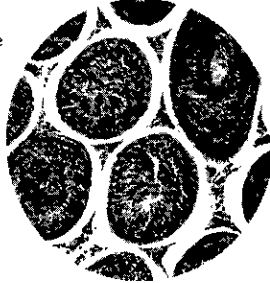
1. Listen and choose the correct word. Then, listen again and underline/highlight relevant information and compare with a classmate.

**The Human Body**

There are hundreds/millions of cells in the human body. The majority/minority of these cells are as small as a grain of salt. Cells are a group of cells that play a particular role, like covering the mouth.

Different types of tissues combine their traits/characteristics to form an organ with specific functions. Organs do not work alone, they form a part of a community/system that perform a vital function.

The body transforms food into energy. We must take in food, oxygen and water to our cells, and also a way to get rid of the waste. The body system/organisation take care of these needs.



**get rid of**  
(v) to relieve or free oneself of (something or someone unpleasant or undesirable)

**in isolation**  
(n) without regard to context, similar matters, etc

**performs**  
(v) to carry out or do (an action)

**supply**  
(v) to furnish with something that is required

**tissue (sing); tissues**  
(pl n) a part of an organism consisting of a large number of cells having a similar structure and function

**Get In! Pairwork**

2. Work with a classmate. Answer the following questions about the text.

- a. What kind of text is this? A short text
- b. How is the information organized? In three paragraphs
- c. What's the first paragraph about? Cells and Tissue
- d. And the second? Organs and Body Systems organize the
- e. And the third? How the body transforms energy

**Got It! Teamwork**

3. Compare your answers with those of your teammates. Make sure that everybody agrees on the answers. Complement each other's information if necessary.

**Cells**

**Opening**

Focus students' attention on the picture of the cells and ask the questions in the opening.

Tell students that in this second part of the unit, we will study the human body and its systems.

**Procedure**

**Get On!**

Read the instructions to the class and ask students to read the text individually.

Once students finish, ask them to get together with another classmate so they read the paragraph in pairs.

Play track 18 and have students listen to the paragraph.

Elicit the new vocabulary words they found, and write the words on the board. Explain the vocabulary or ask other students to help you define these words.

Ask students to listen again to track 18 as they read it in silence.

Once students finish, ask them to get together with another classmate so they read the paragraph in pairs and ask them to switch roles.

**Get In!**

Ask students to pair up so they can answer the questions about the text in Activity 1. Set a time limit of 5 to 8 minutes.

Monitor students' work and help them if necessary to correct any grammar or spelling mistakes.

**Closing**

**Got It!**

Once students finish the previous activity, ask some volunteers from each team to read their answers to the class and lead a class discussion to reach a consensus on the answers.

Encourage your students to participate and to use English as much as possible.

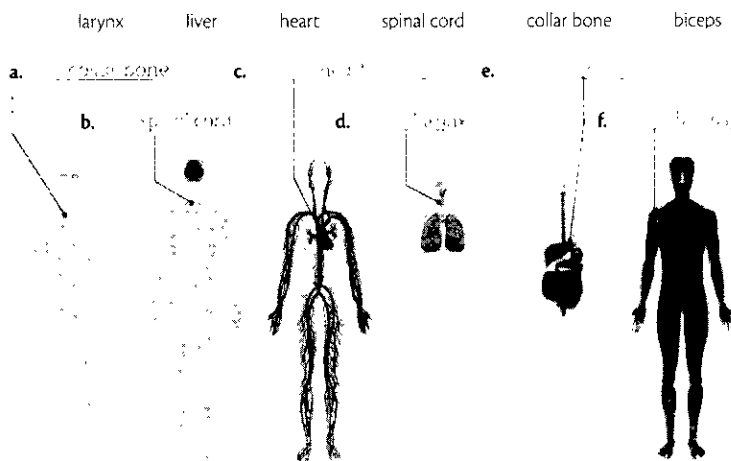
Once the class discussion finishes, ask students to add or correct any information in their own answers (Act. 2) if necessary.

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

**Get On!** Pairwork

Read the third paragraph of the text about "The Human Body" again. How many systems do you think the body has? What are their functions?

1. Label the diagram. Use the words from the box. Follow the example.



**Get In!** Pairwork

2. Match the functions to the body systems. Compare your answers with a partner.

- |   |  |                 |
|---|--|-----------------|
| a. Allows perception, emotion, thought, and rapid response to the environment |  | respiratory     |
| b. Allows gas exchange between cells and the environment.                     |  | musculoskeletal |
| c. Allows the body to move and command.                                       |  | nervous         |
| d. Moves oxygen, nutrients, hormones, and waste from one system to the next   |  | circulatory     |

**Got It!** Teamwork

3. Where can you find information about the human body? Share your sources with those of your teammates. Make a complete list and store it in your portfolio.

Academic and educational 93

**Opening**

**Procedure**

**Get On!**

Set the class in pairs and advise them to choose new teammates to work on this activity.

Focus students' attention on the picture and ask: Have you seen this illustration? Do you know what these are?

Explain these are the human body systems.

Tell the students they have to relate the words in the box to the organ or part signaled in each system and to write their names on the lines.

Have students go over the activity and set a time limit of 5 minutes to finish it.

While students work on the activity, write the subsections on the board.

**Get In!**

Get students in pairs, before starting with this activity, ask them to work with a partner they've never worked with.

Ask students to relate the two columns.

**Closing**

**Got It!**

Once students finish with Activity 2, ask them to go back to their original places and read the instructions to the whole class.

Review the activity by asking some volunteers to help you complete the subsections with the answers they wrote with their teams.

Allow students to correct their answers if they have any errors.

**Homework** Ask students to read pages 68-71 from their Reader's book.

Find out information about the function of the respiratory system and its components.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

Date: ..

**1. Look at these statements. You have one minute to find them in your Reader (pages 68–72).**

- The spinal cord **is composed** of tissue similar to the one in the brain.
- The human body is a single structure, but it **is made up** of billions of smaller structures.
- Bones **are considered** as strong as steel
- Bones **are also considered** levers that transmit muscular forces.

**Language Focus**

**Passive Voice**

Identify the difference between Active and Passive:

Interactive systems **compose** the human body. → The human body **is composed** of interactive systems.  
 We also **consider** bones strong as steel. → Bones **are considered** as strong as steel.

- The object of the active sentence becomes the subject of the passive sentence.
- To form the Passive Voice in present use **is / are** + the past **participle** of the verb

**2. Use passive voice to complete the following sentences.**

- a. We find the most important muscle in the heart.      The most important muscle is found in the heart.
- b. Two kidneys conform the urinary system.      The urinary system is conformed by two kidneys.
- c. When the diaphragm expands, it forces air out.      Air is pushed out when the diaphragm expands.
- d. The endocrine glands store hormones.      Hormones are stored in the endocrine glands.

**Team work**

Getting ready for your product

Now you should be familiarized with the systems of the human body and can choose the one you will use for your product (Notes for a human body system diagram). In teams, write a short description of one of the systems shown on the image on page 93. Follow the example.

The nervous system is formed by the brain, spinal cord, sensory organs, and the nerves that connect these with the rest of the body. The brain and spinal cord form the nervous system, where information is evaluated and decisions made.

Adapted from: <https://biologydictionary.net>

• **Can you describe a body system now?**

Yes, I can.

No, but I will be able soon.

**Opening**

It's a good moment to review the past participle of the verbs. You can organize a contest to see which team can remember the most verbs. Prepare a list and have the teams write them in 2 minutes. Do some choral repetition.

1. Have students take out their Reader and find the information required. Give them 1 minute and check who found them all. Have a volunteer read the sentences out loud.

**Language Focus**

Go over the chart with students. Have them notice the common use of the Passive Voice in descriptions like the ones about the human body.

The Passive Voice is commonly used when the doer of the action is unknown or not important.

Ask for an equivalent in Spanish. Elicit examples.

2. Have students complete the sentences with Passive Voice. Check with the class. You can have some students write the answers on the board.

**Getting ready for your project**

Ask students to share their descriptions with their teammates. Then check their writing to correct for spelling or grammar mistakes.

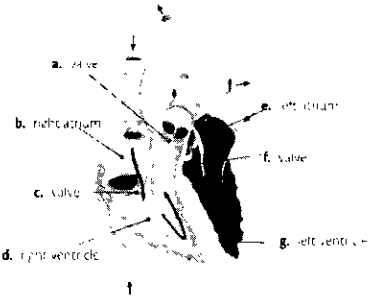
Date:

**Get On! Teamwork**

1. Read the next information about the cardiovascular system.

**Heart**

The human heart is about the size of a clenched fist and is located in the center of the chest. It contains four chambers: two atria and two ventricles. Oxygen-poor blood enters the right atrium through the vena cava. The blood passes through a valve into the left ventricle. Next, the blood is pumped through the pulmonary artery to the lungs for gas exchange. The oxygen-rich blood flows to the left ventricle, from which is pumped through the aorta.



Taken from: cliffsnotes.com/

**Blue blood**

**Opening**

Review the information and the diagram of the heart and ask students if they have seen it.

Tell them that they will read a description of the heart and some functions of the circulatory system. Set students in small groups and give them enough time to read.

**Procedure**

**Get On!**

Divide the class into groups of five and focus students' attention on the drawing.

Ask students the following questions: *Do you recognize this chart? What is it? What does the Heart do for our bodies? Do you recognize the parts in it?*

Elicit the answers from some students and have a little discussion if possible.

Ask students to pay attention to the parts of the heart and ask them to look the words up if necessary.

Make them write in their notebooks the entries and sub entries they may find. Set a time limit of 5 to 8 minutes.

**Get In!**

Ask students to read the statements in the activity and to underline the vocabulary words they don't understand.

Have students match both columns and tell them to ignore for now, the words they don't know and to focus only on matching the information. Set a time limit of 5 to 8 minutes.

**Get In! Pair-work**

2. Match the columns to confirm the information you read in the previous text. Follow the example.

- |                                       |         |                               |
|---------------------------------------|---------|-------------------------------|
| a. The heart is a...                  | ( 4 ) a | fist.                         |
| b. The right ventricle pumps blood... | ( 2 )   | to the left atrium            |
| c. It is located in.                  | ( 1 )   | blood to the heart.           |
| d. Its size is similar to...          | ( 5 )   | the central part of the chest |
| e. The heart has...                   | ( 3 )   | muscle that pumps.            |
| f. The arteries transport...          | ( 7 )   | four ventricles               |
| g. The veins transport...             | ( 6 )   | blood away from the heart.    |
| h. Oxygenated blood returns ...       | ( 8 )   | to the lungs.                 |

clenched  
(adj) closed or  
squeezed together

**Got It! Teamwork**

3. Check your answers together. Then, discuss the importance of the heart with your teammates.

**Closing**

**Got It!**

One thing you can do is ask students to check their answers with their classmates. Have them discuss why the heart is so important.

**Get On!** Teamwork

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

1. Use the previous information to answer the questions.

- a. What is the function of the heart? *Structure and answer*
- b. What is the size of the heart? *The size of your fist or about fist*
- c. Where is the heart located? *In the center of part of the chest*
- d. What do arteries transport? *Blood going from the heart*
- e. What do veins transport? *Blood to the heart*

**Get In!** Pairwork

2. Compare the answers from the previous exercise. Correct if necessary. Then, choose some components of the circulatory system, and write brief descriptions of them in note cards. Follow the example.

- a. Oxygenated blood is colored *red*
- b. The opposite of right is *left*
- c. Ven blood is colored *blue*
- d. The arrows indicate *the direction*
- e. Blue blood goes to *the right ventricle*
- f. The upper chamber is *the atrium*
- g. The lower chamber is the *ventricle*
- h. There are three *chambers*

**Got It!** Teamwork

3. Can you explain one of the functions of the heart? Use the information in your note cards to exchange information with your teammates.

*My explanation is:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

researched  
(v. past) to carry out investigations into (a subject, problem, etc.)



- Ventricle
- Left
- Direction
- The atrium
- Valve

Have students read the statements and complete the information with the vocabulary you just wrote.

Ask students to get together with another pair of students to form groups of four and to check their answers.

Review the activity with the complete class by asking students to read the statements with their answers and allow the rest of the class to discuss and correct their mistakes if necessary.

**Closing**

**Got It!**

Ask students to discuss and share their ideas on how the heart pumps blood out to the arteries and write on the lines a short explanation about it.

**Homework** Ask students to read pages 67–79 from their Reader's book.

**Homework** Read pages 67–79 in your Reader. Bring in a chart of the system you chose to work on for your product next class and the information you researched about this body system.

**Opening**

One thing you can do is ask students to go back and observe the chart again.

Have students explain with their own words the description of the heart they worked with last class.

**Procedure**

**Get On!**

Ask students to go over the questions and to answer them individually. They can help themselves by looking at the chart.

Ask students to get together with another classmate to form pairs and have them

check and compare their answers. Set a time limit of 5 minutes.

**Get In!**

Have students work in pairs on the following activity.

Write on the board the next words and make sure you write them in disorder:

Read the instructions to the class and make sure students understand the task and the vocabulary written on the board.

- Red
- Blue
- The lungs

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

**Opening**

You can tell students that Body systems are very complex and that they are formed by many other parts or components that complement every other system in our body. That is, all of them are connected.

Ask students the next questions: *Can you name some examples of systems that are interconnected? Where are they located? How do they interact? Is a Body system formed by only one or two parts?*

**Procedure**

Focus students' attention on the chart/ illustration and ask them to look for any clue that indicates them what system this belongs to.

Elicit students' answers and ask them to describe the chart in this activity.

Ask students to go over the questions and answer them individually. They can help themselves by looking at the chart.

Ask students to get together with another classmate to form pairs and have them check and compare their answers. Set a time limit of 5 minutes.

Monitor again students' work and help them if necessary, encourage them to use English at all times.

**Language Focus**

Call students' attention to the information in the box.

Before going on with the activity, remind students about countable and uncountable nouns. Review how to form plural nouns.

Go over the activity by asking students to write the plural forms of the nouns listed. Set a time limit of 5 minutes and have them compare their answers with their classmates.

Review the activity by eliciting the answers from students and write them on the board for students to correct any mistakes

**Pairwork**

1. Look at the diagram below and answer the questions.

- a. What system is the picture about? circulatory
- b. What blood is colored red? oxygenated
- c. What blood is colored blue? deoxygenated
- d. What important organ is located in the head? brain
- e. What other organs can you see? kidneys, lungs, legs

**Language Focus**

**Plurals**

Write the plural form. Compare your answers with another pair. Which of these words is uncountable (can not take S to form a plural)?

- a. artery arteries
- b. atrium atria
- c. blood blood
- d. lung lungs
- e. kidney kidneys
- f. valve valves
- g. vein veins

Look at the diagram again. Write sentences in note cards using the information below. Find information in your Reader. Follow the example:

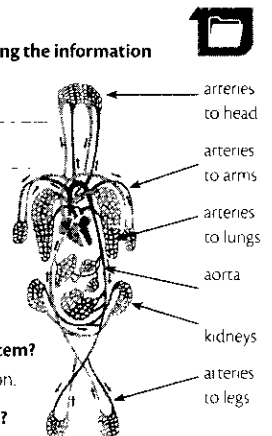
Arteries send blood to the lungs

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Student's own answer

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- **Can you identify the components of the circulatory system?**  
Yes, I can.                      No, but I will be able soon.
- **Can you explain the functions of one of its components?**  
Yes, I can.                      No, but I will be able soon.

Getting ready for your product

they may have. Blood is an uncountable noun. Elicit or provide more examples of uncountable nouns.

**Getting ready for your product**

Have students write sentences with the information from the chart to describe the circulatory system. They can check their Reader's to support the description.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.



Date:

**Get On! Pairwork**

1. Do you know how many bones the human body has? Read the following information about the skeletal system. Then discuss briefly with a classmate.

**Skeletal system**

The skeletal system includes all the bones and joints in the body. Each bone is a complex, living organ that is made up of many cells, protein fibers, and minerals. The skeleton acts as a support by providing support to the soft tissues that make up the rest of the body. The skeleton system

also provides attachment points for the muscles to allow movement of the joints. New blood cells are produced by the bone marrow inside our bones. Bones also are the body's storage for calcium, iron, and energy in the form of fat.

Taken from: innerbody.com

**Get In!**

2. Choose the correct answer about the information you read above. Share with the class.

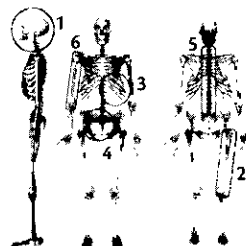
- a. What does the skeletal system consist of?  
 bones and proteins and minerals  
 soft tissues blood cells
- b. What does the skeleton provide support to?  
 soft tissues blood cells  
 muscles fat
- c. Bones store various substances, including  
 muscles fat

**Got It! Pairwork**

3. Look at the diagram and write the names of the selected bones. Use the words in the box. Follow the example.

spine humerus femur ribs skull  
pelvis radius sternum collarbone

1. Skull
2. Humerus
3. Ribs
4. Pelvis
5. Spine
6. Humerus



**joints**  
(plural n) the movable or fixed place or part where two bones or elements of a skeleton join.

**produce**  
(v) crops

**scaffold**  
(n) a temporary structure to support working people or materials

**warehouse**  
(n) a building or room where objects are stored

As they are working on the activity, monitor their work and help them if necessary. Allow them to use their dictionaries as well.

**Closing**

**Got It!**

Tell students that this is a diagram of the skeletal system and ask: *Do you know how many bones the human body has? What are bones made of? Have you ever had a broken bone? What does the skeleton do for us?*

Ask students to write on the lines three functions of the skeletal system and to try to name all the bones that are missing in the picture. Divide the board in two parts and write on one side "functions" and on the other side the eight subsections for the names of the bones.

**Skulls and spines**

**Opening**

It is recommended to remind students about the importance of the skeletal system and ask them for some of the names of the bones they remember and write them on the board.

Ask students if they know where those bones are located and ask volunteers to help you explain and locate the bones.

**Procedure**

**Get On!**

Have students read the information about the skeletal system with a partner and prepare to answer the questions that follow.

**Get In!**

Tell students they have to classify the words in the box according to the correct place in the body, and to write the words on the lines.

Have students go over the activity in pairs and set a time limit of 5 to 8 minutes to finish the activity.

**Opening**

Remind students about all the different systems in our body, and elicit the names of some of them.

Ask students to be prepared to listen to some questions about the skeletal system, refer them to the previous page and give them some time to remember the bones and their location.

**Procedure**

**Get On!**

Play the track and give them some time to answer the questions. Try to do this once at a time and pause the track after every question.

Ask students to form pairs and compare their answers.

Play the track again so students can double check their answers as well as the questions and allow them to make corrections.

To check the activity, write the questions on the board and elicit the answers from some students.

**Get In!**

Before doing this activity, remind students about the different systems in our bodies one more time.

Have students answer the questions with the information they have already studied. Set a time limit of 5 to 8 minutes.

Once students finish answering the questions, ask them to get together with another classmate and compare and share their information.

**Closing**

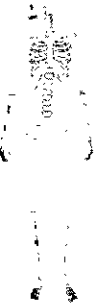
**Got It!**

Have students write a check mark if they agree or not with the statements. Set a time limit of 3 to 5 minutes to complete the activity.

**Get On!**  **Pairwork**

1. Check the information about the skeleton system in your Reader. Then, listen to the audio and write your answers below.

- a. \_\_\_\_\_ Student's own answer
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_



**Get In!** **Pairwork**

2. In turns, take the following survey with a partner. Then compare your answers and correct if necessary.

- a. How many body systems do we have? five six **more than ten**
- b. Are they all the same for women and men? Yes **No**
- c. How many systems do you know? all of them some of them  
Student's own answer
- d. Do you have any charts of them? Yes No

**Got It!**

3. Read and choose YES or No. Do you agree with these statements?

Share your answers with the class.		YES	NO	Student's own answer	YES	NO
a. A system is best described with a chart.	( ) ( )			f. They don't have descriptions.	( ) ( )	
b. A color code is used in charts.	( ) ( )			g. You may find them in a book.	( ) ( )	
c. The vocabulary is more difficult.	( ) ( )			h. They are self-explanatory.	( ) ( )	
d. Drawings are better than charts.	( ) ( )			i. Visuals are always useful.	( ) ( )	
e. They never have symbols.	( ) ( )			j. They are hard to understand.	( ) ( )	

**Homework** Read pages 78–79 in your Reader and answer the comprehension check on page 80.

Elicit the answers to the statements to review the activity as a class, have them share their opinions and ask them to correct any possible mistakes.

**Homework** Ask students to read pages 78–79 from their Reader's book and to answer the quiz on page 80.

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

**1. Look at these interesting human body facts. Did you know that...?**

There are **more** cells in the human body than there are people living on Earth  
 Blood is six times **thicker** than water  
 The heart is the **most important** muscle in your body.  
 The **strongest** muscle is the masseter, which is located in the jaw.  
 Bones are **more numerous** in the feet than in any other part of the body.

**Language Focus**

**Comparatives and Superlatives**

**Use comparatives to compare two things, persons, places, etc.**

Add **-er** to one syllable adjectives: smaller, taller, shorter, longer.  
 Add **more** to two or more syllable adjectives: more useful, more interesting, more important.

**Use superlatives to say that a thing or person is the most of a group.**

Add **the + -est** to one syllable adjectives: the smallest, the tallest, the shortest, the longest.  
 Add **the most** to two or more syllable adjectives: the most useful, the most interesting.

good → better → the best      bad → better → the best  
 far → farther / further → the farthest / the furthest  
 little → less → the least

**Complete these other facts with comparatives or superlatives. Use the adjectives in the box. Follow the example.**

light    efficient    big    strong    fast    long

- a. The femur/thigh bone is the longest bone in our body, it is about a quarter of one's height.
  - b. The leg bone is the fastest growing bone in the human body.
  - c. Human bone is as strong as steel but 50 times lighter.
  - d. The strongest muscles of the human body are masseters, which are present on either side of the mouth.
  - e. You sit on the biggest muscle in your body, the gluteus maximus, in the butt.
  - f. Muscle tissue is three times more efficient at burning calories than fat.
- **Was it difficult for you to understand and use comparatives and superlatives? Ask your teacher to clarify your doubts.**

a.k.a  
 abbreviation for  
 "also known as"

Getting ready  
 for your product

**Opening**

Ask students if they enjoy trivias. *What kind? Are you good at answering them?*

- 1. Learning can be fun. Have volunteers read the facts out loud. Ask for their opinions. Focus attention on the comparative and superlative forms of adjectives.

**Language Focus**

Go over the information in the box. Elicit more examples from students and write them on the board.

Write some adjectives with special rules:

When an adjective ends in a *consonant + vowel + consonant*, we double the last consonant.

big    bigger    the biggest  
 thin    thinner    the thinnest

With two-syllable adjectives ending in *-y*, we drop the *-y* and add *-ier* or *-iest* to the adjective.

easy    easier    the easiest  
 happy    happier    the happiest

Elicit more examples. This time ask for complete sentences.

**Getting ready for your product**

Have students complete the sentences. They can do it individually and then check with a classmate. Have volunteers write the answers on the board.

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

## Consolidation

### Opening

Remind students about the conversation you handled in the last class about trivias. Tell students that there are a lot of curious facts about the human body that sometimes are funny and give the following examples:

*Do you know that your toe-prints are also unique, just like your finger prints?*

*We have no sense of smell when we're sleeping!*

*All babies are color blind when they are born, so they only see black & white.*

Elicit other curious facts they know about the human body.

### Procedure

Organize a contest and have students read and answer the trivia.

The team with the most correct answers wins the contest.

Encourage students to use English at all times.

2. Divide the groups into pairs. Ask students to discuss the questions first. Encourage them to brainstorm several ideas and then choose what to write.

Have students go around the class and ask different classmates both questions. This will be oral practice.

Then, check with the whole class. Who gave the best answers?

### Closing

3. You can ask students to search for the information to ask their questions for homework and do the activity in the next class.

### Team work

1. Can you answer this human body trivia? Give it a try and have fun!

Q: Which is the strongest muscle in the human body?

A: the tongue

Q: Which is the hardest bone in the human body?

A: the jawbone

Q: Which is the most fragile bone?

A: the ear bone

Q: Which is the biggest muscle in your body?

A: the gluteus

Q: Which is the smallest muscle?

A: the stapedius, in the middle ear

### Pair work

2. Answer these questions about you. Compare your answers with a partner.

- a. What does your body do for you?

- b. What do you do for your body?

fun  
(n) amusement,  
merment

tiny  
(adj) very small

### Team work

3. Search information to ask three trivia questions like the ones in Activity 1. Ask your classmates and have fun!

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

**1. Answer the following questions about you.**

a. How important is your body for you?

\_\_\_\_\_

b. Do you exercise frequently?

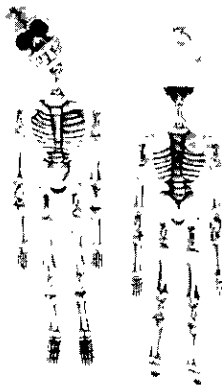
\_\_\_\_\_

c. Do you eat properly?

\_\_\_\_\_

d. What do you do daily to take care of your body?

\_\_\_\_\_

**2. Team work**

Express your ideas about keeping your body healthy and in shape.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Now, share the information with another team.

**3. Team work**

Answer these questions about your product.

a. Which system do you consider the most important?

b. What information is relevant for you about this system?

c. Is it difficult to take care of it?

d. What daily activities can you do to take care of this specific system?

\_\_\_\_\_

\_\_\_\_\_

**Review****Opening**

One thing you can do is tell students the purpose of this lesson is to review the material and topics they have studied so far as well as some habits to take care of their bodies.

Elicit from students some of the ways they take care of their bodies (exercise, go to regular checkups, etc.)

**Procedure**

Have students answer the questions about their personal habits individually. Set a time limit of 5 minutes.

Elicit the answers and write some of their suggestions and habits on the board.

Draw students' attention to the importance of taking care of our bodies.

Divide the class into groups of four and, ask students to write other different ideas for being healthy and in good shape. Set a time limit of 8 to 10 minutes.

Once students finish with their work, ask them to get together with another team and to share their information.

Ask students to write in their notebooks the different ideas they got from the other team and encourage them to use English at all times.

To review the activity, ask some volunteers to read their ideas to the class.

**Closing**

Since students will be working on their product, ask them to get together with their product team to answer the questions.

Explain to students that to answer the next questions, they need to think about their product and have them go on with the activity.

Monitor their work and help them if necessary with any grammar, spelling or vocabulary if necessary.

**Notes for a human body system diagram**

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

Product

**Step 1**  
**Work in teams**

Choose one body system to work on for the final product. Take turns to express why you chose this system. Listen to the rest of your teammates and agree on the system you will all work on in your team. Do some research on this system and write it in your notebook. Save it for further use. You can use the information in your Reader and the examples on page 94.


**Step 2**  
**Gather information**

Bring out the chart of the system you chose for your product and the notes you wrote in cards and notebook during lesson 22. Gather the information everyone has, and write a summary of the functions the system has. Also include some of the parts that conform this system. Locate and name them on the chart you brought using a pencil. Save your notes in your notebook for further use.

**Step 3**  
**Create your diagram**

**Instructions:**

- Bring out the piece of cardboard and paste all the charts on it, leaving a space for the sheet of colored or white paper.
- Copy the final summary you and your team wrote in Activity 1 on a colored or white sheet or paper. Don't forget to include the source of information.
- Modify or correct your information accordingly. Make sure you include an interesting fact about the system you chose, like the ones you learned on page 100.
- Paste the summary on the cardboard.



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**Notes for a human body system diagram**

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


Product

**Step 4**  
**Present your diagram**

- Take turns and practice your role with your teammates.
- If you have any question regarding your information or that mentioned by any of your teammates, clarify it before you present in front of the group.
- Display your chart on a visible place in your classroom.
- Check for your work to be clean and clear.

While you wait for your turn to present, get ready, show a positive attitude and be confident as you present. When referring to a component in the system, don't forget to show it on the diagram.

Have fun!



**Assessment**

Now it's time for the product of the task. It will represent your work about your body system and other team's work. Ask the teacher to assign your partner.

1. Ask your partner to describe the system you chose. Listen to their description and ask questions if you need to. Write down the information you need to know.

2. Ask your partner to describe the system you chose. Listen to their description and ask questions if you need to. Write down the information you need to know.

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## Notes for a human body system diagram

### Step 1 Work in teams

Students review and collect the information they need to create their product. They also check the materials they may need to get to present their manuals. For example, cardboards, colors, etc.

Tell them the system they are going to describe must be decided now.

### Step 2 Gather information

In this step students start working on the notes to be presented. Have them go over the recommendations in the text and get to work. Provide help when needed.

### Step 3 Create your diagram

Advise students to make a checklist to will help them determine their progress.

Have students go over all the suggestions and keep on working on their diagrams.

### Step 4 Present your diagram

In this last stage, students will present their final work to the rest of the class.

Encourage your students to be confident when presenting their product in English.

Advise students to show any part in the body system they are presenting, as they talk about it.

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

It is time to reflect on the achievements in this period. Let's find out what you learned and can do, or what you need to work on harder, or practice and reinforce.



Choose the option according to your performance.

1. I can understand information about human systems.

2. I can organize information in a project.

3. I can relate texts to organs of a system.

4. I can recognize information about the human body.

5. I can write notes to describe schemes.

6. I can give information about the human body.

Think about your results. If you got more *always* you are doing a very good job, keep working hard. On the other hand, you should identify what you are doing well and what you can improve if you got more *sometimes*. Don't worry if you chose *never*, it only means that you need help to get better. As a suggestion, detect the part of the unit where you need assistance and ask your teacher for help. Go ahead in order to get your goals.

Compare your results with a classmate, share study strategies and advice to improve the academic performance, write about it. Then, describe what you learned in this unit and ask your partner:

\_\_\_\_\_

\_\_\_\_\_

will need to observe each presentation. Indicate that the observation must be done individually.

- When they have selected the assignment that they consider reflects the best quality, ask them to place it or paste it on the sheet of cardboard or color paper. When they have finished pasting the sheets, count to see who has the most sheets.
- The assignment with the most sheets will be the winner. Have a discussion with your students about their choice. Note the positive aspects of the other assignments and congratulate your students on a job well done.

You can let students know that this section is an opportunity to reflect on their work and their own learning process.

It is recommended to read the instructions and make sure students understand the task.

Since it is the first time students do this, read the first two or three statements and explain how to mark each statement in detail.

It is a good moment to ask students to go over the statements and mark their individual progress according to the criteria.

**You can visit the following website where your students can practice their English skills with online exercises:**  
<https://eu.ixl.com/ela/>

## Recognizing the quality

- After students have presented their assignment ask them to place the material they used in different places within the classroom like a gallery.
- indicate that they will be the judges and they must select the assignment that best reflects a higher level of quality. Explain the criteria that must be taken into account to evaluate the assignment of your students.
- Give each student a small sheet of cardboard or colored paper. This paper represents the score they will give each assignment, that they believe complies with the quality. In order to select, they



**In this unit:**

**I will develop the following communicative activity:**  
 → Exchanges associated with information about oneself and others.

**I will work on this social practice of the language:**  
 → Exchange compliments, likes and dislikes in an interview.

**My achievements will be:**

- Listen to and review likes and dislikes in interview dialogues.
- Understand the general sense and main ideas in dialogues.
- Express compliments, likes and dislikes in dialogues.

**I will be able to create this product:**  
 → Dialogue about preferences and dislikes

**What I know**

**Underline the corresponding option.**

**How do you express likes?**

I enjoy	He likes	We love	She hates
I don't like	It needs	I want	They prefer

**How do you express dislikes?**

I enjoy	He likes	We love	She hates
I don't like	It needs	I want	They prefer

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Call students' attention by asking them to look at the picture and ask: *Where are these kids? What are they doing?* Elicit answers from some students. Focus students' attention on the title of the unit, and ask: *What does the title of the unit tell you?*

Go over the achievements with the students and clarify any questions, vocabulary words, etc.

Tell students that the products they will work on during this unit are related to both the title of the unit and the picture.

Next, you can let students answer the *What I know* section so you can check previous knowledge on the topic.



# What I like is...

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

**Get On!** 20



1. Listen and complete. Then, listen again and check. Which verb expresses preference?



**Frank:** Hi! This is Frank.  
**Ana:** Hello! What's up?  
**Frank:** I love playing videogames, don't you?  
**Ana:** No, I don't. Why?  
**Frank:** Because I have a part-time job.  
**Ana:** That's great! Where?  
**Frank:** In an arcade.  
**Ana:** I see.  
**Frank:** You may come anytime.  
**Ana:** I don't know how to play.  
**Frank:** I'll teach you.  
**Ana:** OK. Bye!

**Get In!** 21

2. Write the answers to the following questions, then discuss briefly with a classmate.

- a. What is the text about? A phone conversation
- b. What does Frank love doing? Playing videogames
- c. What do you think Ana likes doing? Student's own answer
- d. Why do you think Ana doesn't like videogames? Student's own answer
- e. Where does Frank work? In an arcade

**Got It!** 22

3. Look at the following list of leisure activities and check-mark the ones you like.

- Exchange opinions with your teammates.
- going shopping
  - chatting
  - watching TV
  - reading
  - playing football
  - playing videogames

Do you have other favorite leisure activities?

**Language Focus**

We can use *hate*, *like*, *dislike*, *love* and *prefer* with an *-ing* form or with a *to*-infinitive:

- I hate to be late.*
- I love going to the sports club.*
- I prefer reading a book than watching a movie.*
- I like playing basketball.*

The *-ing* form is more common than the *to*-infinitive form after **hate** and **love**.

Read pages 81-85 in your Reader. Share opinions about the reading with your class.

**Get In!**

Ask students to answer the questions in this activity, according to the previous dialogue in Activity 1.

Once students finish answering the questions, elicit the answers from some students and have a small group discussion to see if the class agrees on the answers.

Play track 20 again if necessary.

**Closing**

**Got It!**

Read the instructions to the class and ask students to keep working together with their partners.

Ask students to check-mark the leisure activities they like.

Elicit some activities from students, asking them to explain what those activities are about and write them on the board.

Ask students to research some other leisure activities they may be interested in.

**Homework** Ask students to read pages 81-85 from their Reader's book. They will share their opinion with the class.

## What I like is...

### Opening

Focus students' attention on the picture and have them predict what is happening. Ask: *What is the boy doing? What about the girl? Do you think he looks happy? What do you think they are talking about?*

Elicit the answers from some students and go on with the lesson.

## Procedure

**Get On!**

Ask students to silently read the dialogue between the two characters and to underline or highlight the vocabulary they don't understand.

Play the track. Have students read and listen.

Elicit new vocabulary words, and write them on the board. Explain the vocabulary or ask other students to help you define these words.

Elicit any new expressions in the dialogue, write them on the board and explain them.

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

**Get On!** *Teamwork*

1. Go back to your list of preferences in the previous activity. Complete the following chart with your own answers and then ask two teammates.

Question	Classmate 1	Classmate 2	Classmate 3
What do you like to do in your free time?			
What do you dislike doing?			
What do you love doing?			

**Get In!** *Teamwork*

2. Use your notes on activity 1 to write a report about a classmate. Display your work around the classroom. Find out who has similar interests as yours. For example:

Paula likes reading and playing tennis. She loves eating ice cream.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Got It!** *Pairwork*

3. Use the information about your team's preferences to draw flashcards. You can draw them on cardboard and color them later. Then, ask a teammate to guess someone's preference by just looking at a flash card. Look at the example:

Teresa likes eating snacks

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Opening**

Ask students: *What are the things you like? What are the things you don't like? Are you aware of the difference? How about love and hate?*

Explain that there are many points of view about likes and dislikes and that nothing is wrong regarding this matter. Elicit questions and answers.

**Procedure**

**Get On!**

Read the questions with students and have them answer individually. Encourage them to give complete sentences. Monitor and provide help with grammar and vocabulary.

Have students work in teams of three members.

Ask them to fill in the spaces in the chart with their own answers and those of their teammates. Monitor and help with grammar and vocabulary.

Advise students to report complete sentences. Example: *Susan likes to go shopping.*

**Get In!**

Then, ask them to share their team's information aloud with the rest of the class.

Remind them to take notes on the information provided by the other teams.

Before having students go on with the activity, review with the whole class "Simple Present questions and answers":

*Do you like / love / dislike...? Yes, I do. / No, I don't*

**Closing**

**Got It!**

Tell students to report complete sentences with the results of the previous activity. Before they get started, review "Simple present questions and answers".

Get students in pairs with new partners. Ask them to draw flash cards using the information obtained in the previous two activities. You may show them an actual flash card for modeling purposes.

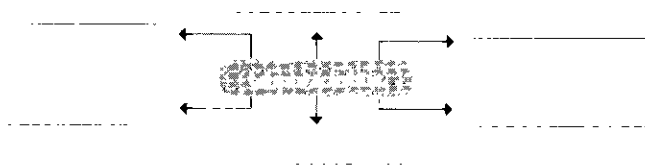
Once they finish their drawings, give them directions to go over the activity. Encourage gesturing and having fun.

Tell them to use their initial drawings to produce flash cards using cardboard and color pencils as homework so they can keep them for future use.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

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

1. Look at the diagram. Complete it with leisure activities. Do you know what they refer to? Ask your teacher for help.



2. Read and answer the questions about you. Then, ask a partner.

- What is your favorite leisure activity? \_\_\_\_\_
- When do you do it? \_\_\_\_\_
- Where do you do it? \_\_\_\_\_ *Student's own answer*
- Who do you do it with? \_\_\_\_\_
- How often do you do it? \_\_\_\_\_

**Language Focus**

In English, there are several expressions with the verb **go + gerund**. Which ones do you do?

- |                |                  |                   |             |            |
|----------------|------------------|-------------------|-------------|------------|
| go bowling     | go scuba diving  | go bungee jumping | go shopping | go camping |
| go sightseeing | go skateboarding | go climbing       | go skating  | go dancing |
| go skiing      | go fishing       | go hiking         | go jogging  |            |

**Production**

Work in teams in order to review the expressions to ask for likes, dislikes and preferences and the way to answer. Imagine you will do an interview, think about some questions and write them. Include the leisure activities shown in the lesson or others that you know. Ask your teacher for help.

Example:

Do you like / dislike / love / prefer...?

Yes, I do. / No, I don't.

- I can express likes about leisure activities.

Yes, I can.                      No, but I will be able soon.

- I can ask about likes, dislikes or preferences.

Yes, I can                      No, but I will be able soon.

Getting ready for your product

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3. Students now interview their partner. Have them first repeat the questions after you so they use the correct pronunciation and intonation.

**Language Focus**

Go over the expressions with students. Have them check (✓) the activities they do.

You can find more go + gerund expressions at: [https://www.englishpage.com/gerunds/go\\_gerund.htm](https://www.englishpage.com/gerunds/go_gerund.htm)

**Getting ready for your product**

Ask students to read the instructions for the activity. Explain the role difference between an interviewer and an interviewee.

Help them formulate their questions and assist with vocabulary, spelling, and grammar.

**Opening**

Have a short discussion about what they read in their Reader's. Encourage students to give their opinions on the topic.

Ask students about the new leisure activities they researched.

Elicit some of the activities from students and ask them to describe them and explain them to the class

**Procedure**

- Students write activities they like doing in the chart. Encourage a short conversation about their likes and dislikes. Elicit complete questions and answers; model if necessary.

Encourage students to help each other and to use English at all times.

- Read the instructions to the class and ask students to keep working together in groups of three, but to answer the questions individually.

Ask students to answer the questions in this activity and to compare them with their team.

## Openings

### Opening

Ask students about the title of the unit and write it on the board.

Elicit some ideas from students on how an opening works, and if it always has the same results when we start a conversation.

### Procedure

#### Get On!

Ask students to read the expressions in the box and before going on with the activity make sure they understand every one of the expressions.

Elicit the unfamiliar expressions to them and explain, or ask other students in the class to explain them.

Ask students to go over the activity. Before they start, elicit comprehension of instructions and explain again if necessary.

#### Get In!

You can ask students to read again the openings they circled. Tell them to think of their favorite activities, and to produce their own invitations.

### Closing

#### Got It!

Before doing this activity, ask students to review the sentences they have in activity 2. Read the instructions and then set them up in pairs. Remind them to take turns so they ask and answer. Encourage them to work with different partners.

Read the instructions to the class and elicit opinions from students on how to have a good opening in a conversation.

Have students do this activity orally. You can advise them to work with different partners.

Date:

#### Get On!

1. How would you invite a friend to do something fun? Read the following openings and circle the ones that are for invitations.

I have something for you!

Guess what!

What are you doing next Saturday?

I have a problem.

I have two tickets for the concert

I have good news for you!

Do you have any money?

Do you want to watch a movie?



#### Get In!

2. Think of your favorite leisure activities again. Use the expressions in the previous exercise to write your own invitations. Follow the example:

Do you want to go to the stadium after school?

#### Got It!

3. Extend invitations to your partner. When invited, reply with question words (Where, When, What time). For example:

\* Do you want to go?

\* What time?

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

**Get On!**



1. Listen and order the options. Then, listen again and check.

Someone tells you: "What are you going to do tomorrow morning?"

Is the person interested in knowing your activities? Of course not!

The person is giving you an "opening" for an invitation.

You have three options:

- If you are interested but you can't, you may say:  
"Sorry, I'm busy tomorrow. What about next week?"
- If you are interested and can, you say:  
"Nothing much."; "I'm free."; "What time?"
- If you are not interested, you give an excuse:  
"I have an exam."; "My grandpa is coming for breakfast."

**Language Focus**

Here are some common expressions you can use when making or responding to invitations.

*Do you want to go dancing tonight?*

*Would you like to go to the stadium tomorrow?*

*Would you be interested in going to the theater next Sunday?*

*How about going to the movies?*

**Accepting invitations:**

What a great idea, thank you.

Sure. What time?

That's very kind of you, thanks.

That sounds great, thank you.

I'd love to, thanks.

**Declining invitations:**

I can't. I have to work. / I'm busy.

That's very kind of you, but ...

Well, I'd love to, but ...

I'm really sorry, but ...

Read pages 86–89 in your Reader. Underline the ideas that you consider relevant.

**Opening**

Write on the board: "What are you going to do tomorrow?" and focus students' attention on the question and ask: *What does this question indicate? Is this a question for making an invitation? Is it for knowing your plans? In which situations would you ask this question?*

**Procedure**

1. Ask students to read the text in this activity individually, set a time limit of 3 to 5 minutes.

Play the recording of the paragraph for students to read and listen to

Tell them to focus on the most important or relevant information of this paragraph and ask them to underline it or highlight it.

Play the recording again so students can listen again to the intonation of the questions and phrases in it and ask them about the differences they hear.

**Language Focus**

Go over the information in the box. Have students repeat the questions after you for the correct intonation and pronunciation. Check the examples of answers and ask students to give ideas to complete the declining ideas.

Elicit other possible answers.

**Homework** Ask students to Read pages 86–89 from their Reader's book. This time tell them to highlight what they consider relevant in the text.

**Opening**

Review the last lesson about invitations . Ask them: Do you like texting? Why/why not? Do you prefer to do activities indoors or outdoors?

**Procedure**

1. Students complete their invitations and then ask a partner who accepts or declines the invitation. Encourage them to use the expressions from the last lesson.
2. Let students go around the class and interact with different classmates.

**Getting ready for your product**

Focus students' attention on the picture and ask: *What do you think these guys are talking about? Do you think they are planning on doing something?*

Elicit answers from some students and lead them to a small discussion. Read the instructions to the class and tell students this activity consists on writing only one dialogue about one of the topics. (a concert, a basketball game or leisure activities) Have them discuss it with their team and choose a topic.

Ask them to read the whole set of instructions and check for any vocabulary question they may have.

3. Once students finish, ask volunteers to read their dialogues to the class.



**WORKBOOK**

1. **Work with a partner. Write three different invitations to do something. Have a conversation. Your partner will accept or decline. Change roles.**

Invitation 1: Would you like to \_\_\_\_\_

Answer: \_\_\_\_\_

Invitation 2: Do you want to \_\_\_\_\_

Answer: \_\_\_\_\_

Invitation 3: Would you be interested in \_\_\_\_\_

Answer: \_\_\_\_\_

**GETTING READY**

2. **Now, go around the classroom and practice with different partners. Write their answers and compare them to yours.**
3. **Work with your team. Create your own dialogues. Then act them out and exchange roles.**

**VOCABULARY**

**Choose one of these situations:**

Read these situations:

- You want to invite someone to a basketball game.
- You meet someone and talk about your leisure activities.

Choose one situation

Write both parts of the dialogue in your notebook.

Use the dictionary if necessary.

- **Do you know how to respond to invitations?**

Yes, I do.

Not, but I will soon.



Getting ready for your product

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

# Do you like texting?

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

**Get On!**

1. Match the activity with the adjective that best describes it, according to your own preferences and opinions.

- |               |              |
|---------------|--------------|
| rock concerts | healthy      |
| cycling       | fun          |
| video arcades | boring       |
| cell phones   | exciting     |
| swimming      | dangerous    |
| partying      | interesting  |
| texting       | entertaining |
| reading       | difficult    |

**Get In!**

2. Give reasons for your likes and dislikes. For example:

I love cycling because it is fun and healthy.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Got It!**

3. Check your teammates' information about their favorite leisure activities in your notebook. Ask them for their reasons. Exchange roles. Follow this example:

You: Why don't you like swimming? \_\_\_\_\_

Teammate: Because it is difficult.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



activity either orally or you can ask some volunteers to write one of the actions they wrote on the board.

**Closing**

**Got It!**

Explain the instructions to the class and make sure students understand the task.

Ask students to get together in pairs and consult their notes on the class's preferences. They have to be aware of each other's likes and dislikes. Have them go over the activity. Remind them to switch roles.

Walk around and monitor their work, help them with any grammar, vocabulary, or spelling question they may have.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

## Do you like texting?

### Opening

It is recommended to focus students' attention on the title of the lesson and elicit the answer to the question from some volunteers.

Ask them: *Do you like texting or chatting better? What is the difference between texting and chatting? Do you prefer to do activities indoors or outdoors?*

### Procedure

**Get On!**

Ask students to read the activities and the adjectives. Ask them: *Is cycling fun? Who thinks it is? Who doesn't think it is fun?* Then have them match the two columns according to their own preferences. Have them work individually on this activity.

**Get In!**

Ask students to think of their LIKES and DISLIKES. Have them write down their own ideas on the lines saying why they like the activity they wrote and why not. Once they have finished, elicit some answers from students. You can review this

**Opening**

Begin your class by asking students if they find it difficult to communicate with another person by phone and ask: *Have you ever had problems calling someone? What happened? Were you able to catch the entire message? Were there other kinds of problems?*

**Procedure**

**Get On!**

Read the instructions to the class and tell students they will listen to a part of the conversation the girl is having.

Ask students to pretend she is having a conversation with them so they will have to complete the conversation on the lines according to what they listen.

Play the recording on track 22 and ask students to listen carefully.

Play the recording again, so students have another chance to answer the questions individually.

**Get In!**

Ask students to play the role of the interviewee. Have them read the questions in this activity to make sure they understand and can perform the task. Be sure to verify and clarify vocabulary words. Now, ask students to answer the questions. Elicit the answers to these questions from various students.

**Closing**

**Got It!**

You can encourage students to gather in pairs to work.

Once they have practiced the conversation, ask volunteers to go to the front and perform their dialogue.

**Homework** Ask students to read pages 90–93 from their Reader's book and to do the activities on page 94.

**Get On!**

1. Imagine you are a participant in the dialogue you hear. Listen and complete the conversation. Look at the example.

YOU:

- a. Hello, \_\_\_\_\_?
- b. \_\_\_\_\_?
- c. \_\_\_\_\_?
- d. \_\_\_\_\_?
- e. \_\_\_\_\_?
- f. \_\_\_\_\_?
- g. \_\_\_\_\_?
- h. \_\_\_\_\_?



**Get In!**

2. Now you are the interviewee. Read the questions and think of possible answers.

Interviewer	Interviewee (you)
a. Can I ask you some questions?	* (Agree) _____
b. When did you start writing?	* (Say year) _____
c. Which was your first best seller?	* (Invent name) _____
d. How many novels have you written?	* (Say number) _____
e. Which is your favorite one?	* (Invent name) _____
f. Well, thanks for your time.	* (Answer) _____

**Got It!**

3. Use the previous dialogue as a guide to create your own. Work with a partner. Exchange roles.

Read pages 90–93 in your Reader and answer the comprehension check on page 94.



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

1. Read and complete the sentences below. Use the words in the box. Look at the example.

carry go forgot library novels reading when whenever

- a. My favorite leisure activity is reading.
- b. I love to read whenever I can.
- c. I always carry a book.
- d. I read novels I come to school.
- e. I do it when I go back home.
- f. I get books from the library.
- g. I forgot to tell you.
- h. The best books for me are science-fiction.

• Work with a partner and share and compare your answers. Read them out loud.

2. Practice

2. Answer the questions about the information you completed previously. Check your answers with a classmate.

- a. What does the "opening line" say? What do you like to do after school?
- b. When does he read? Whenever I can.
- c. Does he buy any books? No, he doesn't.
- d. What does he do when he goes to school? I read.
- e. When else does he do it? When I go back home.
- f. Where does he take books from? From the library.
- g. What does he forget? To tell you.
- h. What is his favorite genre? Science-fiction.

3. Prepare

You will now prepare an interview about leisure activities. Think of an activity and write your questions. Then have each member of your team answer them. Exchange roles.

Example:

- Teacher 1: What do you like to do after school?  
 Teammate 1: I like to play video games.  
 Teacher 2: I prefer playing with my dog.

• Are you ready to prepare a complete interview?

- Yes, I am. Not, but I will be able to soon.

Ask students to read the questions in the activity and clarify any vocabulary word they may find.

Have students answer the questions individually. Once students finish writing their answers, ask them to share them with their partners.

Closing

Getting ready for your product

Ask students to get together with their product team members and once they are all together, ask them to start working and deciding on the leisure activity for the interview they will work on.

Ask them to have a brief discussion following the example before they choose one.

Getting ready for your product

Opening

Focus students' attention on the picture of the boy and ask: *What is the boy (Lukas) doing? Where is he? Do you think he enjoys reading? Do you like reading? What kind of books do you like to read? Why are those books your favorites?*

Procedure

1. Tell students they have to use the words in the box to complete the sentences in the activity.

Have students go over the vocabulary and clarify any doubts they may have, you can ask students to help you clarify the vocabulary.

Ask students to read the sentences and to complete them with the words from the box.

2. Divide the class into pairs, and encourage students to work with different classmates.

Read the instructions to the class and make sure they understand both the instructions and the vocabulary. Let students know these questions are about Activity 1.

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

## Consolidation

### Opening

Remind students that they will be practicing and reinforcing everything they have learned through the unit.

### Procedure

1. Have students write some questions they would ask somebody about likes and dislikes in relation to the leisure activity they selected as a team for their product.

Remind students that these questions need to be interesting and meaningful. Set a time limit of 5 minutes.

Once students finish, ask them to get together with their product team to share the information and questions they came up with previously.

Ask students to discuss and choose the best questions to use them in their interview and to write them on the lines. Set a time limit of 5 to 8 minutes.

Monitor students' work and help them if necessary to correct any grammar or spelling mistakes. Remember to encourage them to use English at all times.

2. Tell students that an interview needs to have an opening and also a closure, besides of having an interesting content.

Ask students to write on the lines, a good opening and closure sentences, or comments to use in their interview. If necessary, ask them to review pages 130 and 131 for reference.

3. Read the instructions to the class and tell students they will need to write the final version of their interview.

Ask students to write down the final version of their interview and to include the opening and closure phrases they chose and wrote in the previous activity as well.

1. Write the questions you may ask someone about likes and dislikes related to the leisure activity you selected.

Student's own answer	?		Student's own answer	?
_____			_____	
_____			_____	
_____			_____	

#### WORKSHEET

- Now, share this information and select the best questions for your interview.

Student's own answer	?		Student's own answer	?
_____			_____	
_____			_____	
_____			_____	

#### WORKSHEET

2. Write the opening and closure for your interview.

Student's own answer				
_____				
_____				
_____				



3. Write down the final version of the interview, including the opening and closure. Ask your teacher to help you check your grammar, spelling, and punctuation.

Student's own answer				
_____				
_____				
_____				
_____				
_____				
_____				
_____				
_____				

closure  
(n) an end or conclusion

Monitor their work and help them if necessary. Give them some ideas and correct any grammar and spelling mistakes.

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

**1. Pair work**

Ask your classmate about her/his favorite leisure activity. Take notes.

Student's own answer

**2. Write a description of your classmate's favorite leisure activity.**

Student's own answer

**3. Group work**

Instructions:

- Find out the names of the leisure activities the whole group wrote about.
- Check (✓) every time an action is repeated.
- Count the checks (✓) to find the two most popular activities in your group.
- Find the classmates that have that information and copy it.

Student's own answer

Write a short summary of what you read on pages 86–89 in your Reader's book and include your point of view. Correct any possible mistakes. Exchange your text with a classmate and compare.

Once students finish writing their descriptions, ask for volunteers to read their work to the rest of the class and share it.

**Closing**

Ask students to get together with another pair of students to form groups of four.

Read the instructions and make sure they understand the instructions.

Ask students to find the classmates that have the information on the two most popular activities and to share it. You can organize small groups and have students with the information dictate their work, etc. Set a time limit of 10 minutes.

Monitor their work and help them correcting any mistakes if necessary.

**Review**

**Opening**

Remind students the purpose of this lesson is to review the material and topics they have studied so far in the unit.

Elicit from students what they remember about leisure activities and ask them to give you some examples and a reason why they have a favorite one.

**Procedure**

Get students in pairs. Ask students to interview their partners to find out their favorite leisure activity.

Ask them to switch roles when interviewing and to write the information they get on the lines.

Tell students that in this activity, they will write a description of their partner's favorite leisure activity, using the information they just got from the previous activity.

Remind students that a paragraph must always contain an opening, a body or content, and a closure and explain if necessary.

Ask students to go on with their assignment and set a time limit of 8 to 10 minutes to do it.

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

**Product**

**Step 1**  
**Work in pairs**

Pair up again with your partner in activity 3 of lesson 25C. Discuss each other's favorite leisure activity. Write about it. Ask your teacher for help regarding punctuation and grammar. Report your work to the class. Decide which one is the most interesting, the most fun, the most difficult.

**Step 2**  
**Plan the interview**


Go back to page 117 and check the interview you developed. Share with another pair and exchange opinions and suggestions. Discuss adjustments. Decide if you will add or change parts to improve your interview.

Support yourself on the information you have on pages 109, 110, and 114.

**Step 3**  
**Write your final dialogue**

Pay attention to the following:

- Develop the questions of the interview.
- Write both parts of the dialogue.
- Use the dictionary if necessary.
- Make general meaning clear.
- Write precise main ideas.



mistake  
mistake

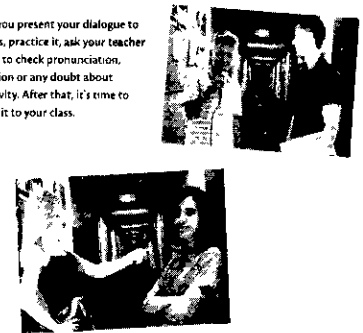
Family and community 119

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

**Product**

**Step 4**  
**Present the job**

Before you present your dialogue to the class, practice it, ask your teacher for help to check pronunciation, intonation or any doubt about the activity. After that, it's time to present it to your class.



**Assessment**

Be wise when the product is finished. You will express an opinion about your and another team's work. Look at the text according to your performance.

Look at your results and give the teacher your opinion. Then share this information with your partner. Write your opinion about your team's work.

Was the approach an appropriate one to express likes and dislikes?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

Was the approach clear and easy to understand?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

Was the approach interesting and fun?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

Write something you liked in the dialogue and what you liked to use.

120 Unit 7

## Dialogue about preferences and dislikes

### Step 1 Work in pairs

Ask students to join their Product teams. Get them involved in a discussion about their likes and dislikes so they can choose the topic for their dialogue. Monitor their work and help them correct any grammar or spelling mistakes they may have and encourage them to use English at all times.

### Step 2 Plan the interview

This is an example for students to get ideas and rehearse for their presentation. Have them practice the dialogue. Help them focus on the correct pronunciation and intonation. Encourage the use of voice projection and body language.

Encourage students to check the referred pages to review previous work and ideas they have developed throughout the unit.

### Step 3 Write your final dialogue

Have students go over the recommendations. Have volunteers explain each point in their own words. Students write their dialogues. Provide help with grammar and vocabulary. Advise them to make sure their questions and answers sound natural.

### Step 4 Present the job

Give students the chance to rehearse their dialogues. Tell them to pay special attention to body language, voice projection, pronunciation and intonation. Help them with these points.

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

It is time to reflect on the achievements in this period. Let's find out what you learned and can do, or what you need to work on harder, or practice and reinforce.



Choose the option according to your performance

express compliments, likes and dislikes

understand the general idea in a dialogue

understand the main ideas in a dialogue

identify the sequence in a dialogue.

perform a dialogue with a classmate.

identify likes and dislikes in an interview.

Think about your results. If you got more *always*, you are doing a very good job, keep working hard. On the other hand, you should identify what you are doing well and what you can improve if you got more *sometimes*. Don't worry if you chose *never*, it only means that you need help to get better. As a suggestion, detect the part of the unit where you need assistance and ask your teacher for help. Go ahead in order to get your goals.

Compare your results with a classmate, share study strategies and advice to improve the academic performance, write about it. Then, describe what you learned in this unit and ask your partner

-----

-----

You can let students know that this section is an opportunity to reflect on their work and their own learning process.

It is recommended to read the instructions and make sure students understand the task.

Since it is the first time students do this, read the first two or three statements and explain how to mark each statement in detail.

It is a good moment to ask students to go over the statements and mark their individual progress according to the criteria.

**You can visit the following website where your students can practice their English skills with online exercises:**

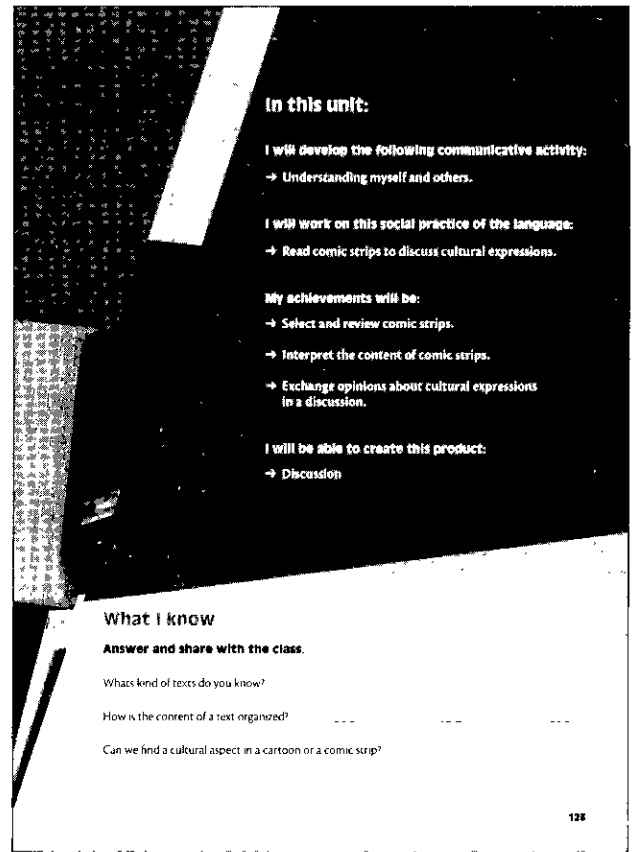
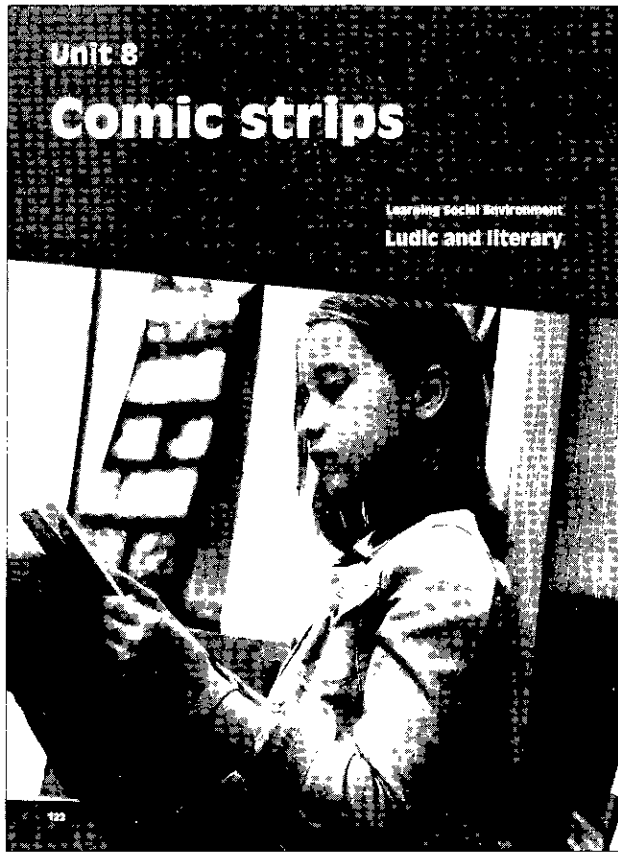
<https://eu.ixl.com/ela/>

### Scale to evaluate a dramatization

Instructions: Evaluate the participation of students in the dramatization by utilizing a scale. Give students feedback according to their score.

4 = Always	3 = Regularly
2 = Sometimes	1 = Never
Criteria	Name of student

- Organization and planning of the dramatization
- Preparation
- Interpretation of roles/characters
- Body language
- Writing Style / Pronunciation
- Creativity
- Score



Call Students' attention to picture and ask: *Where is the girl? What is she doing?*

Focus students' attention on the title of the unit, and ask: What does the title of the unit tell you? Ask them if they know what comic strips are.

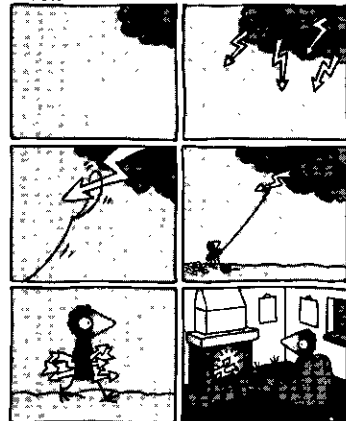
Go over the objectives and expected achievements of the unit with students. Ask some volunteers to say what they understand using their own words.

Next, you can let students answer the *What I know* section so you can check previous knowledge on the topic.

# What is a comic strip?

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

The Storm



**Get On!** Pairwork

1. What kind of text do you think this is? Analyze the image sequence and discuss it with your partner. Then list your opinions on the lines.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Get In!** Pairwork



2. Discuss if you believe that the previous text needs more images. In your opinion, are images always necessary for a text to be clear? If so, explain why. Have you ever read this kind of text? If so, mention which ones. Mention the characteristics in the text. You may write in your notebook or any other material of your choice.

**Got It!** Pairwork

3. Pretend that you needed to describe one of the images to someone not looking at them. What would you say? What skills and strategies could you use? Write your thoughts then share them with your partner.

**Get In!**

For this exercise students will continue to work with partners. Ask them to read the instructions and make sure they understand them.

This is a good opportunity to remind your students that this activity is to be done in their notebooks or any other material of their choice.

Walk around and talk to pairs to understand their ideas and also help if necessary.

**Closing**

**Got It!**

Ask students to read the instructions and make sure they comprehend the objective. You can also ask them to think about description words or adjectives to help them.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

## What is a comic strip?

### Opening

During this unit students will be engaging in a variety of discussions about comic strips and their many purposes.

You may begin the lesson by asking: *Has anyone read comics? Which kind of comics have you read? Are there any other kind of comics that you know of?*

It would be a good idea to write your students' opinions on the board. You should also attempt to get everyone in the class involved by eliciting random students

to give their opinion. After a couple of students have shared their opinions you can ask them to prepare to work with a partner.

### Procedure

**Get On!**

Ask your students to read the title of the lesson and analyze the images. Ask: *What kind of text is this?* Have a couple of students share their thoughts then have them engage in a discussion with their partners and write their opinions.

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

### Opening

You can begin by asking: What do you think are the elements of a comic strip? Have a couple of volunteers share their opinions with the rest of the class.

### Procedure

#### Get On!

Ask students to continue to work with a partner but they may choose to do so with a new one.

Ask students to read the instructions and clarify any doubts or questions. You may elicit students to analyze the definition individually then share their thoughts with their partner.

You can ask students to switch partners or work with the same one. Also ask them to read the instructions and clarify any questions. You can ask them to find characteristics of a comic strip in the text and complete the map.

You can have motivate them to compare and share their opinion with a different partner.

### Closing

#### Got It!

Have students read the instructions and remind them that for this exercise they can refer back to the first activity and their pair discussions for help.

#### Get On! Pairwork

1. Read the following definition of what a comic strip is. Determine if the comic strip on the previous page reflects this definition. Discuss your point of view with your partner then write it on the lines.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### comic strip

- a series of drawings
- a sequence of drawings

Substrate: [www.thesaurus.com](http://www.thesaurus.com)

A sequence of drawings, either in color or black and white, relating a comic incident, an adventure or mystery story, etc., often serialized. typically having dialogue printed in balloons, and usually printed as a horizontal strip in daily newspapers and in an uninterrupted block or longer sequence of such strips in Sunday newspapers and in comic books.

[www.thesaurus.com](http://www.thesaurus.com)

#### Get in! Pairwork

2. Use the previous text to complete the mind map about the characteristics of a comic strip.

is a sequence of drawings...



#### Got It!

3. Give a short definition of a comic strip in your own words:

\_\_\_\_\_

\_\_\_\_\_



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

**Pair work**

1. Observe and analyze the comic strip on page 124. Mention some differences and similarities between that one and the one in this exercise. Gather a few comic strips and bring them to the next class.



**Pair work**

2. After analyzing the comic strip, write True or False. In this comic strip...
 

a. there is a cleaning up the earth campaign. <u>True</u>	c. the duck feels garbage is a great source for recycling. <u>True</u>
b. the black duck loves garbage so much that he takes it home. <u>True</u>	d. the duck is a dirty individual. <u>True</u>

**Language Focus**

**Wh-Questions**

Where? Who? Why? When?

Why does the duck pick up the garbage?

Where does he take it?

**Team work**

Getting ready for your product

Gather with teams. Remember that a discussion is a great way to express and support your ideas about something. Take turns discussing your preferences on comic strips. Remember to always show respect and tolerance towards others' opinions. Write your teammates' opinions.

- I can express my ideas in a group discussion.
 

Yes, I can.	Not yet, but I will.
-------------	----------------------
- I can understand my classmates' ideas and points of view in a discussion.
 

Yes, I can.	Not yet, but I will.
-------------	----------------------

**Homework** Gather and bring in a few comic strips to the next class.

1. Try and focus students' attention on the picture and ask them if they can recognize what it is.

Ask students to remain working with a partner.

Ask students to read the instructions. Provide an example on the board to help them. Remind students to bring their comic strips to the next class.

2. For this exercise students can read the information and discuss it with partners before they complete it. Clarify any questions they may have.

**Language Focus**

The language focus is for assistance in the following exercise. Ask them to think back about the beginning of the lesson when they discussed which comics they liked and why.

Check as a class.

**Getting ready for your product**

Ask students to read the instructions and clarify any questions.

This activity will prepare students for their discussion at the end of the unit. Advise them to keep in mind that it is very important to pay attention to their attitude during the process.

Date:

## Knowing comic strips

### Get On!

It is important to have students read the discussion and fill in the blanks along the discussion as they see fit.

They should remember to think about suggestions, opinions and the attitude in which they share. Then ask them to compare their answers with a Teammate.

### Get In!

Ask students to read the instructions and clarify any questions. Ask them to think about the way you offer and receive opinions or suggestions to someone.

Have a couple of teams share their work with the whole class.

### Got It!

For this you should get students to remain with their team and first discuss what they think of the discussion.

Ask them to read and answer the questions.

Monitor students' work and provide help if necessary.

It is important that you make sure that students use English at all times.

To review the activity, it is important that you ask volunteers from each team to read their answers and discuss with the whole class.

### Get On! Teamwork

1. Read the conversation and discuss its content with your team.

**Carlos:** Hi guys! Have you heard about the new comic strip of Super Zapp?

**Diana:** Well, I think it is incredible, it has new themes.

**Diana:** Hi! Yes I have, I read it yesterday. In my opinion it is more interesting than the previous ones.

**Carlos:** Seriously? Give me more details

**Diana:** This time Super Zapp has a ... and together they help the needy. Javier, don't you think that it's better?

**Javier:** My brother told me about it.

**Javier:** I'm not sure ok, I will read it.

**Carlos:** What do you think?

**Carlos:** Well done friend, we would like to know your opinion after you read it.

**Javier:** I thought it was more boring than the previous ones.

**Carlos:** Why do you say that?

**Diana:** I agree with you Carlos.

**Javier:** Because it doesn't have as many action scenes.

### Get In! Teamwork

sidekick  
(n) assistant

2. Go back to the conversation and underline the expressions used to ask for opinions and express points of view. Do you know another? Share your thoughts with your team and write them on the lines.

.....  
.....  
.....

### Got It! Pairwork

3. Read and answer the questions.

- a. What's your opinion on Javier's attitude? .....
- b. Do you like comic strips? Why? .....
- c. Why is it important to show respect when giving and receiving opinions? .....

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

**Get On!**

1. Observe the comic covers and answer.



- a. Which comic cover seems more interesting? Why? \_\_\_\_\_
  - b. Which seems more exiting? \_\_\_\_\_
  - c. Do you think one seems more boring than another? Which one? \_\_\_\_\_
  - d. Which one would you choose to read? Why? \_\_\_\_\_
- Share your answers with another classmate.

**Get In! Team work**

2. Gather with your team and discuss if the previous comic covers project any cultural aspects or values reflected in your community. Write your ideas on the lines.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Got It! Team work**

3. Can you think of different purposes for comic covers? Make a list of them with your team and write them in your notebook or any other material of your choice. Example: entertainment, informative, human values etc.



**Homework** Read pages 95–100 of your Reader. Identify the topic and share it with your class.

**Get On!**

Ask students to analyze and compare the comic covers and answer the questions.

**Get In!**

You can ask your students to refer back to the previous exercise to complete this one. Have them look at the covers and write their ideas on the lines.

This would be a great opportunity to walk around and confer with your students and get an understanding of their progress.

**Got It!**

You can ask your students: What is the purpose for reading comic strips? Can you think of why people write them?

Have a couple of students share their opinions with the class. It is advisable to write students' opinions on the board for reference.

Ask students to read the instructions and write their opinions in their notebooks or any other material of their choice.

**Homework** Ask students to read pages 95-100 of their readers.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

1. It is important that you read the instructions to the class and have students read the statements about cartoons.

You should have students work as a team. Ask them to write a check mark if they agree or not with the statements. Set a time limit of 5 to 8 minutes to complete the activity.

Also encourage students to work with a different classmate and compare their answers.

Then, check the activity as a group, and have them share their opinions.

2. You should read the instructions to the class and ask students to work in pairs. It is important that you ask them to use the information in activity 1 to write an opinion about comic strips.

It is important that you have them check and compare their opinions with the whole class.

It is also important to read the instructions to the class and ask students to discuss their reviews with their teammates. Also think of ways to encourage them to use the expressions suggested.

While students work on the activity, monitor their work and provide help if necessary.

**Language focus**

You can help the students review the three concept checking strategies by showing an example on the board. You should remind students to ask for help if they have any doubts or questions about the information.

**THROUGH**

1. Answer YES or NO according to your opinion.

Date:

YES NO

- a. Comic strips may express behaviours. ( ) ( )
- b. They can contain criticisms. ( ) ( )
- c. Their information is always explicit. ( ) ( )
- d. They never illustrate values. ( ) ( )
- e. They reflect cultural diversity. ( ) ( )

• Compare and discuss your answers with a different team.

2. Use the information in exercise 1 to write your opinion about comic strips. Do you think they transmit values or cultural aspects from a country? Reflect on whether or not it is possible to understand others based on them.

**Language Focus**

**Confirming concept and thought**

Concept checking allows learners to express their abilities of understanding language by using questioning, agreement and explaining.

Questioning	Agreement	Explaining
What do you mean? Don't you think that...?	I think so too. I agree because...	For example... In my experience

**Teamwork**

Getting ready for your product

To engage in a discussion it is important to use the appropriate expressions to exchange opinions, points of view and respond to others' questions. Continue working in teams to practice and reinforce questions and answers that could take place in any discussion. You may write your ideas. Ask your teacher for any help.

- Asking for opinions
- Expressing point of view
- Agreeing or disagreeing

**Getting ready for your product**

Ask students to read the instructions and clarify any questions.

Ask students to think about the expressions they can use to exchange points of view or responses in a discussion.

Have students complete the rest of the activity and fill in the format with their ideas.

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

**Get On!** Pairwork

1. Look at the images in the comic strip and answer the questions.

coffee  
dogs

- a. Who is the main character, the dog or its owner?  
The dog.
- b. Do you find this comic funny? Why or why not?  
No, because the dog is stupid.

**Get In!** Teamwork

2. What kind of document do you think this comic comes from? Analyze the context and share your opinion with your classmates. Write down your ideas.

**Got It!** Pairwork

3. Discuss with your partner and answer the questions.

- a. What do the images in the comic strip suggest?  
The dog is stupid.
- b. Is it a funny text? Why or why not? Explain.
- c. What do you think about the dog's attitude?
- d. What do you think will happen next?

**Making comic strips****Get On!**

You should have students read the comic. Then ask them to discuss it with a partner. It is important that you remind them to ask each other these questions:

Ask for a couple of volunteers to share their answers with the rest of the class.

**Get In!**

Ask them to work in teams. You can suggest that they go back to the text and find the information required.

While students are working on the activity, try and monitor their work and provide help if necessary.

A great way to close this activity is by having volunteers share their answers.

**Got It!**

It is recommended that students answer individually first. Then, ask them to change partners. Remember it is important to do this so that students can have the opportunity to interact with different classmates.

You can remind them to compare their answers. Encourage them to use English during the conversation. Go around and monitor to provide help.

**Homework** Ask students to do some research for homework: it is important to find examples of comics that have different purposes other than entertainment.

**Get On!**

It is important that you remind students to read the comic in the previous lesson again. Then ask teams to illustrate a different ending for the comic strip on the previous page, then take a minute to share some of them with the class.

**Get In!**

Ask your students to continue to work in teams.

Have them share their work with each other and give their reasons for their election.

**Got It!**

Have students continue to work in teams and read the instructions. Then fill in the graph according to their creation.

**Homework** Ask students to read pages 101-103 of their reader's book and make a list of five new words.

Date:

**Get On! Teamwork**

1. Draw and write a different ending for the comic strip in activity 1 of the previous page.

- Share it with your class.

**Get In! Pairwork**

2. Discuss your election for that ending with your partner and write his/hers on the line.

**Got It!**

3. Think about your own comic strip and write down details about your creation.

Name

Author

Topic

Characters

Place

Time (setting)

**Homework** Read pages 101–103 of your Reader. Make a list of five new words. Underline the main ideas and discuss them in class.

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

1. Now that you have created a new ending, create a beginning for a comic strip for each image.



### Pairwork

2. Discuss the new beginning of your comic strips and select one of your partner's to elaborate on later in the unit.

### Language Focus

#### Prepositions

A preposition describes the position, direction or location of something or someone.

#### Instructions:

Draw a line from each word group on the left to a word group on the right and circle the preposition.

My favorite cartoons

cartoon images on them

Comic strips have

are found in news papers

I buy my comics

at the news stand

### Team work

#### Getting ready for your product

Write questions that are related to the topic of the comic strips for your teammates. You can ask about the covers along the lesson or the comic strip in your Reader's book. Include the expressions previously mentioned or include others you may know. Check your pronunciation with your teacher.

1. Ask students to read the instructions and analyze the images. Have them work with a partner.
2. Ask students to discuss their ideas and exchange them to elaborate on their partner's selection later in the unit.

Remind students to keep their assignments for they will use them later in the unit.

### Language Focus

Review what prepositions are and how they are used. You should confirm that they understand and ask them to complete the exercise by drawing a line that matches the word group on the left to the word group on the right. It is important that you monitor the students and help them with any confusion or questions they have.

### Getting ready for your product

Students will elaborate questions for their teammates so it is important that you assist and confer with them closely during this activity. They will also be asking for pronunciation guidance.

Ask students to read the instructions and make sure to clarify and doubts or questions.

Date:

### Consolidation

You can begin by reading the instructions to the class and make sure they understand the task. Ask volunteers to read the questions and clarify any new vocabulary words if necessary.

You should have students answer individually first and then get them in pairs or groups of three to discuss their answers.

You can direct students' attention on this second activity and read the instructions to the class.

Ask students to describe their favorite cartoon character. Once students finish, ask them to share with them.

You should write the characters they mention on the board and check the ones that are mentioned the most.

You can also have students write a description of the most popular ones.

It is important to monitor students' work and help them if necessary to correct any grammar or spelling mistakes.

You can begin by calling the students' attention and write the expression "Learn to Learn" on the board and elicit students' ideas.

It helps to have as many ideas as possible and discuss them as a group

You should remember to read the instructions to the class and ask them to write their opinion on this expression.

### Pair Work

Students work in pairs.

1. Answer these questions about comic strips. Then compare your answers with a partner.

- a. What is a comic strip? .....
- b. What are some characteristics of a comic strip? .....
- c. Are they just for fun? .....
- d. Which is your favorite? .....
- e. Why? .....

2. Describe your favorite character. Give as much information as you can.

• Now, share your information to find the three most popular characters, write a short description.

- a. ....
- b. ....
- c. ....

### Team Work

3. Explain the expression below in your own words. Ask your teacher for help, then share with the class.

#### Learn to Learn

.....

.....

.....

.....

.....

.....



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

1. Answer the questions.

- a. Where can you get comic strips?
- b. Do they appear daily or on weekends?
- c. Are they in color or black and white?
- d. Do you check them on the web?
- e. Does your family like them?
- f. Can you get them in books?

2. Read the statements. Then, choose YES or NO according to your feeling and opinion.

Statements	YES	NO		YES	NO
a. Your English is getting better.	( )	( )	g. You feel good.	( )	( )
b. You enjoy making a "product".	( )	( )	h. You can do some research.	( )	( )
c. You read to get information.	( )	( )	i. You know how to use the Net.	( )	( )
d. Your writing is improving.	( )	( )	j. You can understand tenses.	( )	( )
e. You can make decisions.	( )	( )	k. You can discriminate information.	( )	( )
f. You can organize information.	( )	( )	l. You can discuss comic strip.	( )	( )



**Homework** Don't forget you will present your comic strip next class.

Review

Opening

It is important to inform the students that the purpose of this page is to review the material they have studied so far and to help them remember the most important facts studied in the unit.

Procedure

1. You should gather students in pairs and read the instructions. Make sure they understand the task.

Also you should ask students to read the questions carefully and to answer them individually according to their own experience. Set a time limit of 5 minutes.

Ask students to share and compare the information they just wrote with their partner.

2. You can begin the activity by reading the instructions to the class and ask some volunteers to read the statements.

Ask students to check Yes or No according to their own experience. You can set a time limit of 5 to 8 minutes. It is important to remember to set their work and provide help if necessary.

You can have students share what they answered. It is important to correct any possible mistakes.

**It is important to remind students to bring their comics for the final stage of their product next class.**

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

**Discussion**

Week 52

**Product**

**Step 1**  
**Discuss and decide**

There are several ways to exchange opinions and points of view, one of those is to engage in a discussion about the topic. In order to do so, it is necessary that you know the appropriate expressions. Attitude is also important. You will find tips to begin and organize your ideas on page 126 to engage in a discussion about the comic strips.

Decide the comic strip(s) you are going to discuss.

**Step 2**  
**Plan your work**

On page 129 you will find suggestions which complement your participation in a discussion utilizing a variety of expressions at the appropriate time. Also, it is important that you reflect on a social or cultural aspect that you want to point out from a specific comic strip or in general. Discuss and list your ideas with your teammates. Also describe the comic strip you've chosen to discuss.

Ludic and literary 135

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

**Discussion**

Week 52

**Product**

**Step 3**  
**Organize Information**


In a discussion, spontaneously express your opinions and point of view. Nonetheless, it is greatly useful to write notes or cards to rehearse as suggested on page 132. It is not necessary to memorize, for they are only a method to not forget your ideas, finally, write a draft and ask your teacher to help you with structure and pronunciation.

**Step 4**  
**Present your work to the class**

After you have rehearsed, you are ready to engage in a discussion regarding the comic strips. You may express your opinions on them, support them, agree or disagree with classmates or give reasons. Also, point out a social or cultural aspect that you consider to be important. You have a variety of expressions to achieve a great participation in your discussion. Go for it!

**Assessment**

Now, remember the product of this unit. You will express an opinion about your and another team's work. Check the items according to your performance:



look at your results and answer the questions. Then, share the information with another team.

What is your opinion about your classmate participation in the discussion?

\_\_\_\_\_

What is your opinion about your performance in the activity?

\_\_\_\_\_

Write some things your team and the other one need to improve.

\_\_\_\_\_

136 Unit 8

## Discussion

### Step 1 Discuss and decide

Begin the activity by having the students get together with their Product team. Remind them to follow the indications regarding expressions and appropriate attitude. If they need to they can refer back to page 126.

Give students plenty of time to complete this step.

### Step 2 Plan your work

Students create their comic strip and prepare their discussion by planning questions to ask the other teams.

You should remind students to keep in mind the social and cultural aspects of this activity. They can refer back to page 129 for help.

### Step 3 Organize information

You can inform students that these expressions will work as a check list to consider if they are ready.

Students can refer back to page 132 for help.

### Step 4 Present your work to the class

Ask students to check the list to see that everything is in order to be presented.

You can also tell them to verify they have no questions before presenting their product.

The teacher should be sure all the students have understood what they have to do. It is important that you check their work and provide some help when needed.

Students must get involved in a discussion. Encourage them to ask the other teams questions and give their opinions about their work.

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

It is time to reflect on the achievements in this period. Let's find out what you learned and can do, or what you need to work on harder, or practice and reinforce.



Choose the option according to your performance.

Learn...	Always	Sometimes	Never
read comic strips and express an opinion			
interpret the content of comic strips.			
exchange opinions about comic strips.			
identify a cultural aspect in a comic strip.			
ask for opinions about the topic			
express my own ideas in a discussion.			

Think about your results. If you got more *always*, you are doing a very good job, keep working hard. On the other hand, you should identify what you are doing well and what you can improve if you got more *sometimes*. Don't worry if you chose *never*, it only means that you need help to get better. As a suggestion, detect the part of the unit where you need assistance and ask your teacher for help. Go ahead in order to get your goals.

Compare your results with a classmate, share study strategies and advice to improve the academic performance, write about it. Then, describe what you learned in this unit and ask your partner.

---



---

You can let students know that this section is an opportunity to reflect on their work and their own learning process.

It is recommended to read the instructions and make sure students understand the task.

Since it is the first time students do this, read the first two or three statements and explain how to mark each statement in detail.

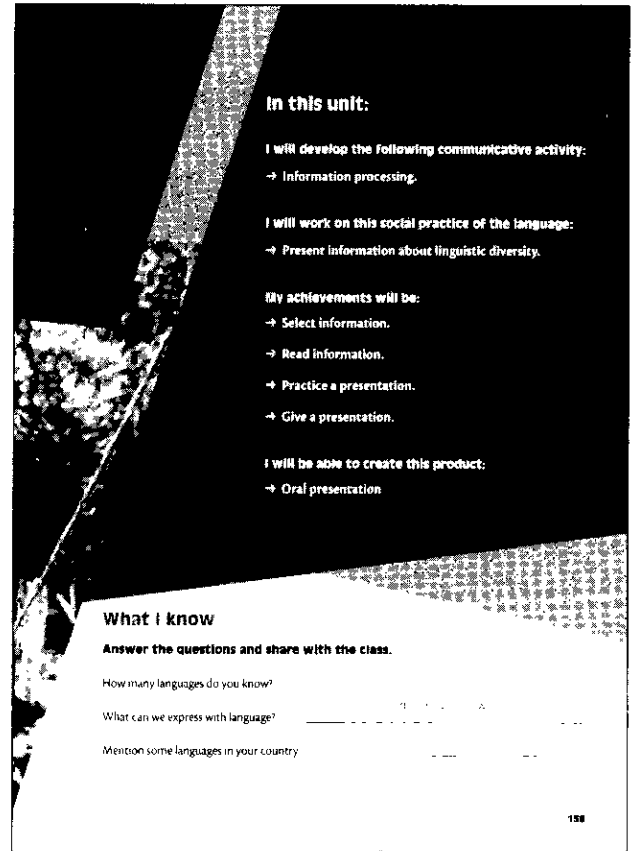
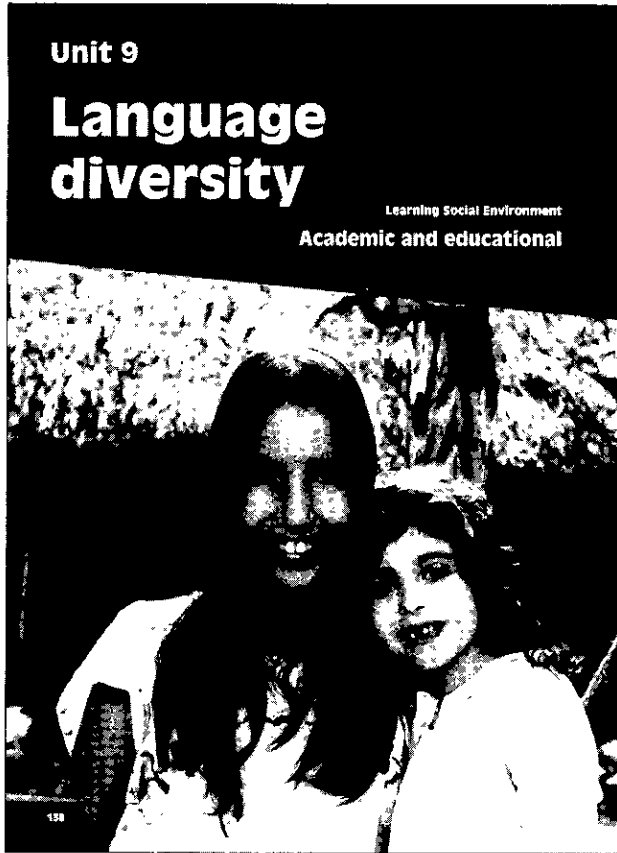
It is a good moment to ask students to go over the statements and mark their individual progress according to the criteria.

**You can visit the following website where your students can practice their English skills with online exercises:**  
<https://eu.ixl.com/ela/>

## Diary

Ask your students to elaborate a format like the following. They should complete the format with comments and learning experiences.

- Today I learned about:
- What I enjoyed the most was:
- What I didn't enjoy was:
- I ask my teacher to write a comment on how well I worked today:



Introduce the topic of this unit by asking students to look at the image and the title of the unit. Ask them what comes to their minds and what they think the unit will be about. Get students involved in a short conversation on the topic.

Go over the objectives and expected achievements of the unit with students. Ask some volunteers to say what they understand using their own words.

Next, you can let students answer the *What I know* section so you can check previous knowledge on the topic.

**Get On! Pair work**

1. Analyze the four people in the text. What languages do you think they speak? Would it be easy for you to communicate with them? Discuss your ideas with your partner.

According to Ethnologue.com, there are 7,000 languages spoken across the world today. Only a fraction of these languages (359) are truly global, spoken by millions of people. These include Mandarin Chinese, English, Spanish, and Hindi. The remaining 6,550 languages have a much more limited , and many are in danger of being lost entirely. To put the in perspective, 94% of the world's population speaks 6% of its languages, while 6% of the world's population speaks 94% of its languages.



By Rhonda Lucas Donald

**Get In! Teamwork**

2. Answer the questions about the previous text.

- |                                    |                       |
|------------------------------------|-----------------------|
| a. What is the text about?         | Students' own answers |
| b. Which is the source?            | Ethnologue.com        |
| c. Where is the information found? | On the Internet       |

**Got It! Pair work**

3. Check (✓) if the following statements based on the text are True or False.

- |   | True | False |
|---|------|-------|
| a. There are only 3,000 languages spoken across the world today.                            | ( )  | (✓)   |
| b. The main languages spoken in the world are Mandarin Chinese, English, Spanish and Hindi. | (✓)  | ( )   |
| c. There are many languages in danger of being lost entirely.                               | (✓)  | ( )   |

Ask students to gather in pairs and elicit any opinions on the topic from them. Then ask students to read the text individually.

Have partners analyze the content in the text and engage in a brief discussion about it. Ask partners to share their knowledge about linguistic diversity in their country, state or city with each other.

You may walk around and confer with teams and assist them with conversation starters. It's advisable to remind students to use as much English as possible in the class.

Before moving any further, this would be a great opportunity to clarify any vocabulary words that may cause a problem. You can ask students: *What kind of resources can you use to find the meaning of a word?* Elicit answers from different students.

**Get In!**

You may ask partners to stop their discussions and think about what they shared. Once they have exchanged their views or knowledge on the topic They should gather with their teams.

Students can answer the questions individually then share and compare with their teammates.

**Closing**

**Got It!**

You can begin by asking students to re-read the text if needed and analyze the statements in this exercise.

Teams can work together to complete the exercise. This is a good time to walk around and provide students with any further assistance.

**Linguistic diversity**

**Opening**

A helpful way to begin this class is by writing Linguistic Diversity on the board. You can elicit students brainstorm what this topic means to them and ask: *What comes to mind when you read this title?*

Ask a couple of volunteers to share their opinions while also asking the rest of the class to remain quiet and respectful while volunteers share.

This is a great time to encourage students to use as much English as possible in the class.

Finally to exploit the activity, it would be a good idea to ask students to prepare to work with a partner.

**Procedure**

**Get On!**

Ask students to read the text individually and analyze its content. before moving any further this would be a great opportunity to clarify any vocabulary words that may cause a problem.

You can ask students: *What kind of resources can you use to find the meaning of a word?* Elicit answers from different students.

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

**Get On!** Team work

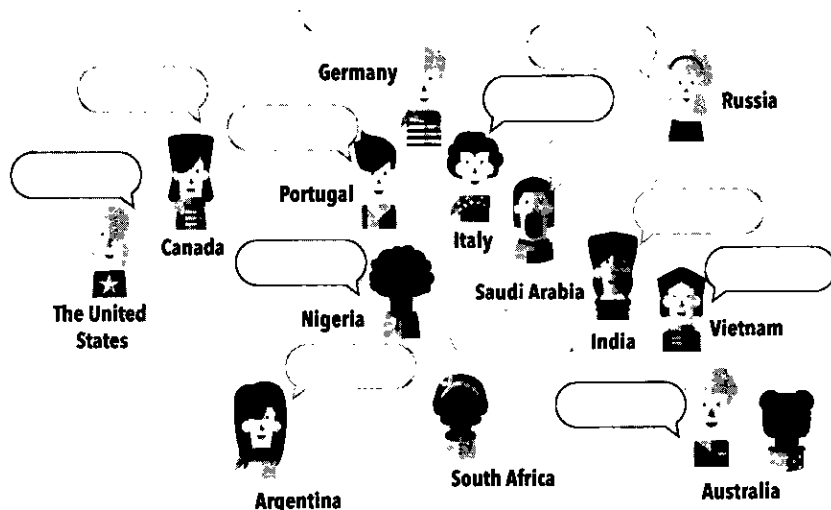
1. Gather with your group and discuss the diversity of languages in your country. Do you know of other languages spoken in your city, state, country?

**Get In!** Team work

2. Which other languages spoken in your country did you and your team come up with? Write a list in your notebook or any other material of your choice.

**Got It!**

3. What languages are spoken in these countries? Write the ones you know.



**Team work**

4. Compare with classmates and share information. Ask: Do you know what language is spoken in...? When you complete the map, ask about other countries.

**Homework** Read the information on pages 107–111 in your Reader. Describe a character to your partner.

Academic and educational 141

**Opening**

A great way to begin this part of the class is to ask students to remain gathered in teams and incite them to think about all of the languages they know exist. You can ask the following questions: *Do you know how many languages exist around the world? How do you think language helps people communicate?*

Try to elicit a couple of volunteers to share their thoughts with the rest of the class. Ask everyone else to remain quiet and respectful while their classmates share their ideas.

Once volunteers have finished sharing you can ask students to prepare to engage in the following writing activity.

**Procedure**

**Get On!**

Have students remain gathered. Ask students to begin a discussion about the language diversity in their city, state, country or maybe even in their school.

Ask students to think about whether they know someone who speaks another language. If so, ask: *What language does that person speak?*

This would be a great time to provide discussion prompts for your students and write a couple on the board. You can write: *I think that... I know of... In my experience with...*

A great idea is to walk around the classroom and confer with teams about their discussions.

**Get In!**

After a few minutes ask students to read the instructions and write what they shared with their team.

This is a great time to remind students that this assignment should be done in their notebooks or any other material of their choice. Remind students that this assignment will be stored in their portfolio which serves as a source for further review later in the unit.

When students have finished their writing assignment, ask them to store it in their portfolio.

**Closing**

**Got It!**

For this activity, it'd be a good idea to be prepared with vocabulary students might ask you. But, as usual, encourage them to research and share information.

Ask students to remain gathered in teams. You can ask students to read the instructions and analyze the images and exchange their opinions.

Once students have shared their opinions on the question with each other, they can

fill in the spaces according to the language they think might be spoken in that particular part of the world.

It would be advisable to walk around the classroom and confer with students about their thoughts and progress.

Have them compare answers with their classmates and share information they might be missing.

Encourage them to continue asking about other countries and their languages.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.



## Endangered languages

### Opening

A good way to begin this portion of the lesson is to elicit as much information from your students on the topic. Pick their brain and ask them to think back about the languages they know exist in their country.

Ask: *From all of the languages we have discussed, which ones do you believe might not be as common as your own? Are there any languages that you believe might be in danger of being lost?*

Have some volunteers share their opinions with the rest of the class while everyone else listens quietly and respectfully.

### Procedure

#### Get On!

Ask the students to read the text individually and think about its content. Students can reread the text if necessary to help their comprehension of it. This is also a great time to clear any vocabulary doubts and point out the words in the bank.

Have students go back to gathering with a partner and discuss the main idea in the text.

#### Get In!

Have pairs continue to work together and complete this exercise according to their understanding of the previous text.

It would be important to remember to switch partners quite often so that the students won't get bored.

### Closing

#### Got It!

During this exercise students will be working on their own based on partner discussions. Ask students to write the main idea of the text on the line.

Date:

#### Get On! Pairwork

1. Read the text then discuss its contents with your partner.

#### Text about endangered languages in Mexico

Although the government uses Spanish almost exclusively, it is not technically the official language of Mexico. In fact, the Constitution of the country defines the country as multilingual, recognizes the right of indigenous people to use and preserve their languages, and promotes bilingual education.

Additionally, the government  the Law of Linguistic Rights, recognizing 62 indigenous languages as co-official national languages.

Today, at least 21 languages are listed as critically endangered, 38 are definitely endangered, 32 are severely endangered, and 52 are considered .



www.worldatlas.com

#### Get In!

2. The statements are related to the previous text. Choose the correct answer.

- |  | YES                                     | NO                           |
|--|---|------------------------------|
| a. Spanish is the official language of Mexico.                 | ( <input checked="" type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| b. The country of Mexico is considered multilingual.           | ( <input checked="" type="checkbox"/> ) | ( <input type="checkbox"/> ) |
| c. There are many languages in Mexico in danger of extinction. | ( <input checked="" type="checkbox"/> ) | ( <input type="checkbox"/> ) |

**enacted**  
(vt) made a law

**endanger**  
(v) compromise, risk.

**vulnerable**  
(adj) susceptible to danger

#### Got It!

3. Write the main idea from the text.

**Homework** Read pages 108–109 in your Reader. Look for a description and share.





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

**Opening**

Ask teams to keep working together and elaborate a survey about the language diversity in their community. Ask them to read the instructions and ask for help if they need any.

Remind students that this assignment will be stored in their portfolio and that it will serve them for further review later in the unit.

**Procedure**

Ask students to analyze the image and interpret its meaning. Ask them to read the instructions and write their experiences on the lines.

Ask students to be as descriptive as possible and check in with you to clarify any grammar, spelling or punctuation doubts.

**Language Focus**

It is important that you request that the students take the time to analyze and review the Language Focus box.

**Getting ready for your project**

You can begin by asking students to read the instructions and making sure they understand them. Ask them to think about the sources they will consult in order to complete this assignment.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

**Team work**

1. Gather with your team and make a survey about linguistic diversity in your community. Has anyone in your community lost their native language? Complete this activity in your notebook or any other material you may choose. Bring your assignment to the next class to present to your classmates.

2. Analyze the image. What would you do to communicate with someone who doesn't speak the same language as you. Have you ever experienced this? If so, how did you feel, and how did you solve it? write your experience on the lines then share with another team.

.....

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**Language Focus**

**Present Perfect**

Use **have / has** + a past **participle** verb to express actions in an indefinite past.

Questions	in negative statements
Have you... ?	they have never ...
has anyone... ?	She has not ...

Have you met anyone who speaks another language?      She has not lost her indigenous language?

**Team work**

Now, that you have all of the information from your survey. What will you include in your presentation? What sources will you consult? Share this information with your team.

- What was challenging about this activity?

**Getting ready for your product**

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

**Get On!** Teamwork

1. Read and discuss the text with your team. What are the main ideas?

Q: The United States has relatively low linguistic diversity, yet according to Ethnologue.com, 364 languages are spoken in the country. How might you explain this disparity?

A: The majority of people in the U.S. (82%) speak English. Of the remaining 18%, 10% speak Spanish. All other languages (362 of them) are spoken by the remaining 8% of people, and include languages spoken by immigrants as well as American Indians who speak endangered languages



Q: Do you think it matters that so many languages are endangered? Why or why not?

A: Answers will vary, but students may say that when a language is lost, other cultural characteristics of a people may be lost. Others may think that it doesn't matter when a language dies because so many people speak it.

Ethnologue.com

**Get In!** Teamwork

2. Answer the questions about the text.

- a. Which is the second language in the United States? Spanish
- b. How many languages are spoken there? 364
- c. How many languages are spoken there? 364
- d. How do you feel about endangered languages? Student's own answer

**Got It!** Teamwork

3. Look for some sources of information about linguistic diversity in our country. You can visit the school library or search the web. Write a summary about it in your notebook or in any other material of your choice.

## Closing

### Got It!

This activity requires students to search for sources of information about linguistic diversity in our country. Ask students to review where they can search for this information. You can ask three volunteers to give you their opinions. You can also write these on the board if necessary.

This is a great opportunity to remind students that this assignment should be written in their notebooks or in any other material of their choice. Also remind students to store this assignment in their portfolio for further review later in the unit.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

**few**  
(adj) limited, scarce, insufficient

**forever**  
(adv) infinitely, unceasingly

**too**  
(adv) as well as, also

## The way we speak

### Opening

You should get students involved in a short conversation about diversity. Elicit what they have learned so far. Write ideas on the board.

### Procedure

#### Get On!

This is a good time to ask students read the text and check new words. Write them on the board. Ask volunteers to give the meanings in English.

Have students gather with their teams and read the text individually then share it with each other.

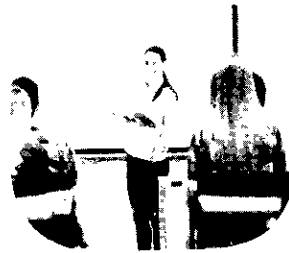
Ask each student to give their opinion on what the main idea is. Once they have finished ask them to remain gathered in teams to move on to the next activity.

#### Get In!

Ask students to think about the text and read the questions. Have them work together to answer the questions and ask a couple of teams to share their answers with the class. Ask teams to remain gathered to complete the following exercise together.

**Get On!** Teamwork

1. Observe the images and describe how the characters are feeling while giving an oral presentation. Write your opinions then share your thoughts with your team.

**Opening**

This activity requires students to interpret the emotions of characters in images. A great way to introduce the activity is by modeling different facial and body language expressions for teams to describe. Another thing to consider is to write these expressions on the board.

**Procedure****Get On!**

Have students analyze the images and interpret the emotions the characters are feeling. Ask teams to discuss this information.

Once teams are finished sharing, ask students to think about the way they want to behave while giving a class presentation. Ask students to think about the emotions written on the board and to reflect on their discussion.

**Get In!**

This activity prepares students for their presentation by having them further reflect on factors necessary to feel comfortable and confident.

Ask students to read the instructions and engage in a discussion about these factors. You should consider walking around the classroom conferring with teams.

Remind students to try and speak as much English as possible in the class. Also remind students that when finished they should store their assignments in their portfolio for further review.

**Closing****Got It!**

By this part of the lesson, teams should have a good idea of what factors are needed for a team class presentation.

Now ask teams to put their knowledge in practice by organizing some final factors.

**Get In!** Teamwork

2. Discuss the questions and answer them in your notebook or any other material of your choice.
  - a. What factors do you consider necessary to present your assignment in front of the class?
  - b. What do you consider a comfortable environment during an oral presentation?
  - c. What props/visuals are important to prepare and have for your presentation to be wholesome?
  - d. What else do you consider important to include when your team performs this assignment?

**Got It!** Teamwork

3. How would you speak in front of the class about your linguistic diversity presentation? Discuss the following questions with your team.
  - Which team member speaks first?
  - Who holds up any visuals or props?
  - What body language do you want to project?

Ask students to read the instructions and engage in a discussion to prepare for their presentation.

Advise students to keep this information in their portfolios as it may be helpful in the creation of their product.

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

**Team work**

- 1 Now that you have discussed what you need for your presentations. Organize your material including your notes and \_\_\_\_\_ with your team one last time.
- 2 How prepared is your team and what do you still need in order to be ready? Write your opinion on the lines.



**Language Focus**

**Transitional words and phrases**

Transitional words or phrases help you connect ideas in text

- also . . . .
- In addition to . . . .
- for example . . . .

**Team work**

Read the following expressions and think of ways they can help you. Then include them in your presentation.

**Examples:**

- Let me tell you about... *Let me tell you about the work of the world.*
- I would like to add... *I would like to add that I have made*
- As I was saying... *As I was saying, the work of the world is not only*
- Consequently... *Consequently, the work of the world is not only*
- In conclusion... *In conclusion, the work of the world is not only*

Now, check with your team to make sure your presentation about linguistic diversity is ready. Have you thought of ways to create the environment as comfortable as you need it? Have you prepared all of your visuals? Have you included expressions to help you along your presentation?

Yes, I have.

Not but, I will

**Homework** Read pages 116–119. Look for an example and share it with your teammates.

**Opening**

The objective in this part of the lesson is to solidify each team member's parts to rehearse their presentation in front of the class.

Ask teams to have all of their unit's assignments and notes with them. Remind them that they have notes stored in their portfolios.

**Procedure**

Ask teams to reflect on how prepared they believe they are and what they still consider necessary to do so. Ask them to write these factors on the lines.

**Homework** Ask students to read pages from the Reader's book.

**Getting ready for your project**

Remind teams that this section helps them practice for the creation of their product.

Next students should read the instructions. It is a good idea to make sure they understand them.

Give students a few minutes to use the expressions and incite them to come up with more of their own. Remind them that these expressions will be helpful for their presentations.

Ask teams to look for places to implement these expressions in their presentation.

Ask teams to finalize any details to a prepared presentation. Ask them to think about ways to create a comfortable environment for their presentation and have all of their visuals and props ready.

**Language Focus**

A great way to begin this exercise is to have students read the language focus instructions and confirm that they understood them. Then, You can follow up by demonstrating an example on the board. Finally, you should monitor their progress and assist them with any questions they may have.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

## Consolidation

### Opening

You can get students involved in a short conversation about what they have learned in the lesson so far.

### Procedure

It is important that students read the text and highlight what they consider relevant. Encourage students to try to guess the meaning of words they don't know from the context so that they won't interrupt their reading every time they find new words.

You can ask students to work in pairs and write the answers.

Also it is a great time to have them share and compare their answers with another pair.

While students are working, it is important that you monitor their work and provide help if necessary.

### Closing

Try and have them work in teams and discuss the topic. Then, write their summary. Advise them to use simple sentences. Check the activity with the whole class.

### Team work

#### 1. Read and underline/highlight the main ideas of the text.

Language is a systematic form of communication that can take a variety of forms.

**Systematic** refers to the fact that language is composed of rules. Language is an important part of **culture**, elements of **knowledge**, ideas, beliefs, etc., that are passed along from one generation to the next. Language is a great vehicle for knowledge because people use it to tell their children stories and other lessons that will guide them through life. As an element of culture, language helps people with the proper knowledge to communicate with others. This communication can be performed for a variety of reasons, but the important thing about language is that it helps people to work in groups.

So, why are groups important? A single person can only do so much. Compared to other creatures on our planet, humans have very little in the way of physical adaptations. There are many animals that are stronger, faster, and more agile. Through group effort, facilitated by culture and communication, humans have become the dominant species on our planet.

www.study.com

### Pair work

#### 2. Answer. The questions are about the text.

- What is language? Language is an important part of culture, elements of knowledge, ideas, beliefs, etc. that are passed along from one generation to the next.
- How is culture defined? elements of knowledge, ideas, beliefs, etc. that are passed along from one generation to the next.
- What is language for? Language helps people with the proper knowledge to communicate with others.
- How does language impact groups? It helps people to work in groups.

### Team work

#### 3. Write a summary of what Linguistic Diversity is from your understanding.

Student's own answer

become  
(v) to come to be, arrive  
belief  
(n) conviction, opinion, credo  
knowledge  
(n) learning, facts, experience  
tough  
(adj) robust, tenacious

# Review

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

### 1. Answer the questions.

- a. Where can you find information about linguistic diversity?  
..... Student's own answer .....
- b. What does linguistic diversity refer to?  
.....
- c. What are some languages in the world?  
.....
- d. What are some languages in Mexico?  
.....
- e. What can we express with language?  
.....

### 2. Write True or False.

- a. Language is a systematic form of communication that can take a variety of forms. .... True
- b. Knowledge is an important element in communication .... True
- c. Linguistic diversity refers to the variety of songs in a country. .... False
- d. "Endangered" means that something could disappear .... True

### 3. Look for information about linguistic diversity in Mexico. Fill in the table.

Linguistic diversity in Mexico		
State	Language	Traditions

## Review

You may inform students that this will be an opportunity to review the unit. Have them do the activities individually.

**1 & 2.** The questions and statements in these activities are related to the knowledge expected to have been acquired during the lesson. So, it is a great way for students to check their own learning progress.

After answering, have them check with a partner before you provide feedback.

**3.** Give students the opportunity to do some research. You may choose to let them do this activity in pairs.

As usual, it is recommended to have students share their information with peers.

**Oral presentation**

Week 35 Date: \_\_\_\_\_

Product

**Step 1**  
**Work in teams**

Gather with your team to select a topic about linguistic diversity in the world. Think about the resources in which you are going to look for information. Talk about the materials to support your presentation. Bring all the information and some illustrations for the next class. Look back to page 142 for further reference on this.

**Step 2**  
**Write notes**

Organize the information you brought to the class. You can use any kind of paper to write on. Write the title, the beginning of the text, the body and the closure. Revise grammar, coherence, spelling and punctuation, ask your teacher for help. Select the images that you will include in the text. Look back to page 145 for further reference on this.

**Step 3**  
**Practice the presentation**

Make a list of expressions that are useful for your presentation, for example:

- Let me tell you about...
- I would like to add
- As I was saying...
- consequently...
- In conclusion,

To support your presentation use body language, facial expressions, gestures, and keep eye contact with your teammates.

Practice your presentation using the material that you created. Look back to page 148 for further reference on this.

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**Oral presentation**

Week 36 Date: \_\_\_\_\_

Product

**Step 4**  
**Presentation**

Present your assignment to the class and listen to the other presentations. Ask questions, give comments and offer compliments about the topic.



**Assessment**

Now, write the progress checklist that you will use to monitor your understanding of the world of work. Use the following checklist to help you.

<ul style="list-style-type: none"> <li>- I have selected a topic about linguistic diversity in the world.</li> <li>- I have gathered information about the topic.</li> <li>- I have organized the information into a coherent text.</li> <li>- I have revised the grammar, coherence, spelling and punctuation of my text.</li> <li>- I have selected images to support my presentation.</li> <li>- I have practiced my presentation with my team.</li> <li>- I have prepared a checklist to monitor my progress.</li> </ul>	<ul style="list-style-type: none"> <li>- I have presented my assignment to the class.</li> <li>- I have listened to the other presentations.</li> <li>- I have asked questions, given comments and offered compliments about the topic.</li> </ul>
--	--

152 Unit 9

## Oral presentation

### Step 1 Work in teams

Allow students to form their product team. It must be different from the last time.

Students review and collect the information they need to create their product. They also check the materials they may need for their oral presentation.

You can remind them they must agree on the topic now.

### Step 2 Write notes

In this step students start working on the notes to be presented. You can encourage them to go over the recommendations in the text and get to work. Provide help when needed.

### Step 3 Practice the presentation

Advise students to make a checklist that will help them determine their progress.

You can advise students to go over all the suggestions and keep on working on their presentation.

### Step 4 Presentation

In this last stage, students will present their final work to the class.

Encourage your students to be confident in speaking English all the time while they are presenting their work.

You should give them time to prepare themselves and help them with any questions they may have.



## What I got to learn and can do!

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

It is time to reflect on the achievements in this period. Let's find out what you learned and can do, or what you need to work on harder, or practice and reinforce.



Choose the option according to your performance.

\_\_\_\_\_

select information from different sources

prepare graphic sources and notes to support a presentation

give an oral presentation about a specific topic

read information about linguistic diversity

ask classmates questions about the topic

recognize the linguistic diversity in my country.

Think about your results. If you got more *always*, you are doing a very good job, keep working hard. On the other hand, you should identify what you are doing well and what you can improve. If you got more *sometimes*. Don't worry if you chose *never*, it only means that you need help to get better. As a suggestion, detect the part of the unit where you need assistance and ask your teacher for help. Go ahead in order to get your goals.

Compare your results with a classmate, share study strategies and advice to improve the academic performance, write about it. Then, describe what you learned in this unit, and ask your partner.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## What I got to learn and can do!

Page 153

You can let students know that this section is an opportunity to reflect on their work and their own learning process.

It is recommended to read the instructions and make sure students understand the task.

Since it is the first time students do this, read the first two or three statements and explain how to mark each statement in detail.

It is a good moment to ask students to go over the statements and mark their individual progress according to the criteria.

**You can visit the following website where your students can practice their English skills with online exercises:**

<https://eu.ixl.com/ela/>

### Learning circle

- When finishing a group activity, ask students to form a circle.
- Ask questions related to the activity and about the different attitudes experienced during the activity.
- Ask a volunteer to give his / her opinion on the topic and to suggest aspects that could be modified to improve all group activities.
- Promote everyone's participation in the dialogue and foment cooperative learning.



**In this unit:**

**I will develop the following communicative activity:**  
 → Exchanges associated with the environment.

**I will work on this social practice of the language:**  
 → Agree with others on a travel itinerary.

**My achievements will be:**  
 → Search and consult information.  
 → Compare pros and cons of ideas and proposals.  
 → Build arguments to defend ideas and proposals.  
 → Listen to and express pros and cons to reach agreements.

**I will be able to create this product:**  
 → An Itinerary

**What I know**

**Underline the corresponding option.**

<p><b>We can take a trip ...</b>                  by car    by bus    by plane    on foot                  swimming    by train    by subway</p> <p><b>To take a trip it's necessary ...</b>                  have a lot of money and a new car                  choose the place and plan the activities.                  buy a lot of food and candy</p>	<p><b>While we take the trip, it's important to...</b>                  go everywhere not attending warnings                  pay attention to the warnings                  spend all the money we have</p>
---	--

You may draw students' attention to the picture. You can ask them what comes to their mind. Provide vocabulary if necessary. Then ask:

Where is this? What do you think the girl is doing?

Focus students' attention on the title of the Unit, and ask them what kind of trips do they know.

Then, you may go over the objectives and expected achievements of the unit with students. Ask some volunteers to say what they understand using their own words.

Next, you can let students answer the *What I know* section so you can check previous knowledge on the topic.

**Get On!** 23

1. Read the text and underline or highlight new vocabulary. Then, listen and follow the text.

Scotland Tours - Bus, Coach, Train & Car | VisitScotland

https://www.visitScotland.com/see-do-tour

Find information on tours around Scotland from bus, coach, railway and walking, to day trips, week-long tours around Edinburgh, the Highlands, Harry Potter Itinerary, Isle of Skye, Loch Ness, and more.



- a. Where does the information come from?  
\_\_\_\_\_ Internet \_\_\_\_\_
- b. How many travelling transport options are there?  
\_\_\_\_\_ Four \_\_\_\_\_
- c. How long may the tours be?  
\_\_\_\_\_ one day or one week long \_\_\_\_\_
- d. How many tours are there? \_\_\_\_\_ Five \_\_\_\_\_
- e. Where is Scotland?  
\_\_\_\_\_ In the United Kingdom \_\_\_\_\_
- f. Which language is spoken there?  
\_\_\_\_\_ English \_\_\_\_\_

**Get In!** **Teamwork**

2. Read and analyze the following text. Discuss its content with your team including your opinion about what you think the main idea is then answer the questions.

https://thebulletintrip.com



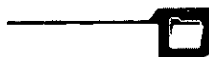
The beachside town of Puerto Vallarta, Mexico, has been a top vacation spot since the mid-1960s, when movie director John Huston put the city on the international tourist map by filming *The Night of the Iguana* in the area. Since then, the once sleepy town has had no problem attracting a steady stream of tourists. Yet with its white sandy beaches, forest-clad mountains and pretty cobblestone streets, the location has undoubtedly held on to its original charm.

spot  
(n) a particular place  
or point

steady  
(adj) regular or frequent

**Got It!** **Teamwork**

3. Write them in your notebook or any other material of your choice.



Ask partners to take a few minutes to answer the questions. Walk around the classroom and confer with partners and assist them with any doubts they may have.

**Closing****Got It!**

Have students work individually first then have them share their work with their team.

To check the activity, ask volunteers from each team to read their answers, and discuss with the whole class.

**If you wish you can use the flash cards included in the CD whenever you consider it appropriate.**

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

**Tours****Opening**

It's a good idea to get your Students' attention by asking them to look at the picture and ask: *What is this? Where do you think it is?*

Suggest students focus their attention on the title of the Unit, and ask: *What does the title of the unit tell you?* Ask them to get involved in a short conversation about travel.

**Procedure****Get On!**

You can start by asking students to gather with a partner. Next, students can read the text individually and underline or highlight any new vocabulary words they don't know. Then, play the track and ask them to listen and follow the text.

Ask students to read the text individually first then discuss it with their partner. Ask them to identify the main idea and include it in their discussion.



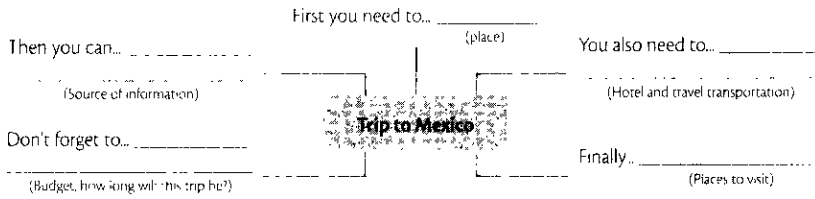
Date: \_\_\_\_\_

1. Read the dialogue about two people planning a trip. Then brainstorm ideas to help them in their process and make suggestions.



**Maria:** Hi Nichole, how's your vacation planning going?  
**Nichole:** Not good Maria, I'm not sure of where I want to go.  
**Maria:** My sister just came back from Mexico and she loved it. Maybe you can go online and search for information.  
**Nichole:** That sounds great, I just don't know which places to visit or where to stay. Do you have any suggestions?

2. Fill in the mind map to help Nichole plan her trip.



Getting ready for your product

Work in teams. Have a discussion about three places you would like to visit while on a trip to Chiapas, Mexico. Make a list of things you need to consider to make this trip and write them on the lines.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Discuss with your team what a perfect day would be like. Include a morning, afternoon and evening activity.

In the morning we will...      In the afternoon we will...      In the evening we will..

- I understand what it takes to plan a trip.  
 Yes, I do.                      Not yet, but I will soon.
- I know where to find information to plan a trip.  
 Yes, I do.                      Not yet, but I will soon.

Read pages 121–123 in your Reader. Share something that called your attention with your teammates.

## Closing

### Getting ready for your project

We suggest you gather students in teams and have them engage in a discussion about three places that they would like to visit while on a trip to Chiapas, Mexico. Ask students read the statements and include in their discussion what a perfect day would be like during their trip. Make sure students understand the instructions.

Monitor their work and provide help if necessary.

**Homework** Ask students to read pages 121-123 in their Reader's book and share with their teammates something that called their attention.

## Opening

A great way to begin the lesson is by asking the class: *Pretend that you are helping a friend plan a trip. Where will you suggest him/her to go and why?*

Have students share their suggestions among their team then ask a team to volunteer and share their ideas with the class.

## Procedure

You may read the instructions to the class and make sure they understand the task. Ask students to read the dialogue and clarify any new vocabulary if necessary.

Teams will need to come up with ideas to help Nichole plan her trip to Mexico. For this they can start by reviewing all of their previous assignments to help them.

Have teams complete their mind maps while you walk around and confer with them. Then take a few minutes to have teams share them with others. You may ask one team to share their mind map with the whole class.



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

**Get On!** *Partner work*

1. Discuss and propose ideas of a travel destination during the winter between a place in Mexico and another part of the world. Share your comparisons and proposals with another team.



**Get In!** *Partner work*

2. Answer the questions about your preferences in exercise 1.
  - a. What other country would you visit? \_\_\_\_\_
  - b. How can you get there? \_\_\_\_\_
  - c. What language is spoken there? *Student's own answer*
  - d. How long do you want to stay there? \_\_\_\_\_
  - e. What would you need to take? \_\_\_\_\_
  - f. Who would you travel with? \_\_\_\_\_

**Language Focus**

**Connector of sequence:**

These words are usually in the beginning of a sentence and connect ideas in the text that help clarify the sequence in an action or event.

First, Then, after, finally.

Read and complete the discussion about a day in Mazatlan's beaches and add the missing connectors of sequence.

Hello Mario! How was your day at the beach?

Hi Ricardo, well First it seemed like a good idea but then it began to

rain. Next the waves were too rough, so I could not swim. Finally

I decided to head home and watch a movie instead. The pros of going to the beach are many. The

cons of not checking the weather conditions are not good.

**Homework:** Read pages 124–126 of your Reader. What kind of traveler are you? Why? Compare answers with your partner.

**Closing**

**Got It!**

Before starting the class, remind students that this assignment can be done in their notebook or any other material they may choose.

Ask students to gather with their team and read the instructions. Make sure they understand them and clarify any doubts.

When teams have finished, ask one of them to share their assignment and provide positive feedback.

Ask students to store their assignments in their portfolios for further review later in the unit.

**Homework** Ask students to read pages 124–126 of their Reader's book.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

**Opening**

As a warm-up, ask students if they have traveled to another state or country. Ask students who answer yes to share their experience with the class. Ask them to get involved in a discussion about the topic.

**Procedure**

**Get On!**

You can read the instructions to the class and make sure students understand what to do.

You should begin by asking students to gather with their partners.

Ask students to engage in a discussion about the two destinations they selected and share them with another team when finished.

**Get In!**

Read the instructions to the class and ask students to work in pairs. Ask them to read the questions out loud, and start answering. Monitor their work and provide help if necessary.

**Opening**

Have students talk about what they read in their Reader's books. Encourage them to share their opinions.

**Procedure**

Read the instructions to the class and make sure students understand what to do.

Students will continue to work with their team and complete this exercise. You can begin by sharing some of your own experiences as an example or make up a scenario that will help them.

Once teams have finished, ask a team to share assignment with the class.

**Language Focus**

It would be great to review this part of the lesson with your students before they elaborate the next exercise.

**Getting ready for your project**

If you wish you can ask students to pay attention to and read the Language Focus box and review its information. Advise them to keep this language strategy in mind to complete the Getting ready for your product exercise.

Read the instructions to the students. Ask them to read the discussion paragraph about a day on Mazatlan's Beaches and fill in the blanks with the corresponding answers of their choice. Make sure students understand the instructions.

While students work on the activity, monitor their work and provide help if necessary.

Remind students to bring the notes and information they have collected so far for the creation of their product next class.

Date:

**ACTIVIDAD**

**1. Imagine that you are planning a trip. Write the pros and cons of traveling alone or with company. Compare your answers and how that would effect your itinerary, then exchange your ideas with your team.**

Pros	Cons
Student's own answer	Student's own answer

**itemize**  
(v) Make a list  
**schedule**  
(v) plan in a specific time

**ACTIVIDAD**

**Now that you have selected two places and compared the pros and cons of visiting them, choose the activities that you would like to do and set a schedule for your stay. You may write this assignment in your notebooks or in any other material of your choice.**

Student's own answer

---



---



---



---



---



---



---



---

- I can make a list of activities within an Itinerary.  
Yes, I can.                      Not yet, but I will soon

Getting ready for your product



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

**Get On!** *10 minutes*

1. Have you ever tried to convince your family to go on a trip somewhere when nobody could agree on a destination? Did you have a convincing argument? Exchange ideas with your team.

**brief**  
(adj) short, concise

**Get In!** *10 minutes*

1. Analyze the following itinerary in brief and write an argument for why this would be a great vacation. include your reasons and explain why they are good proposals. You may work in your notebook or any material of your choice.

**Itinerary in brief** *Travel itinerary in brief*

- Day 1: Arrive in Mexico.
- Day 2: Morning city tour of Mexico City followed by afternoon flight to Merida, Yucatan.
- Day 3: Merida City tour.
- Day 4: Tour of the Mayan Ruins of Chichen Itza and afternoon train to Tulum.
- Day 5: Tulum morning tour including option to trek Paradise Beach. Return to Merida.
- Day 6: Merida flight back home.



**Got It!** *10 minutes*

3. Write three more activities that you would like to add to the previous exercise and give your reasons for you proposal. Write them on the lines then share with another team.

*Write your ideas on the lines.*

\_\_\_\_\_

Once students have finished, ask them to share their assignments with another team and compare them.

Monitor students' work and help them with any questions related to grammar, vocabulary or spelling they may have.

Ask students to store their assignments in their portfolio.

**Closing**

**Got It!**

This exercise requires your students to have their notes on the previous assignment.

Ask them to read the instructions and make sure to clarify any doubts on them. When teams are finished ask one of them to share their ideas with the rest of the class.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.

**An itinerary**

**Opening**

You can focus students' attention on the title of the Unit, and ask, *What does the title of the unit tell you?* Ask them to get involved in a short conversation about itineraries.

**Procedure**

**Get On!**

Ask students to read the instruction questions then engage in a team discussion about them. Set a time of 5 minutes.

This is also a good time to clarify any vocabulary doubts.

When the time is up, ask students to share their opinions with other teams and ask one of them to share them with the class.

**Get In!**

Ask students to read the instructions and clarify any questions they have. In this exercise, the objective is to have students build an argument for a vacation suggestion and support it.

You should remind students to work in their notebooks or any other material of their choice.

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

**Get On!** *Teamwork*

1. Read and analyze the following text about day 1 of an Itinerary. Then share your opinions with your team to answer the questions. Write your answers on the lines.



**Day 1: Lima**

On arrival to Lima you are taken to your hotel. The evening is at your leisure and we recommend venturing into one of Lima's many outstanding restaurants in the "Gastronomical Capital of Latin America". In particular, we suggest you sample Ceviche, the national dish of Peru, which is a form of citrus-marinated seafood.

- a. What is the text about? \_\_\_\_\_ *A day in Lima*
- b. What is the first recommendation the text gives? \_\_\_\_\_ *Going to a restaurant*
- c. Does the text make a convincing argument? \_\_\_\_\_ *Student's own answer*
- d. What else can you mention to convince your teammates to take this trip?  
\_\_\_\_\_ *Student's own answer*

**seafood**  
(n) food got from the sea

**Get In!** *Teamwork*

2. What trips or vacations have you ever been on? How many days were you away? What places did you visit during your stay? Share and exchange your experience with your team.

**Got It!** *Teamwork*

3. Let's recap. What are the necessary steps to plan a trip? What factors do you need to consider before traveling? What is an effective way to create an itinerary about the activities you want to experience during your trip? Write your suggestions in your notebook or any material of your choice.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ *Student's own answer* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Homework** Read pages 127–133 of your Reader. Answer the comprehension check on page 134.

**Opening**

As a warm-up, ask students if they have ever traveled on a tour. Ask the ones who say yes to share their experience.

**Procedure**

**Get On!**

1. Ask students to read the text once. Ask them what kind of information this is. Call their attention to the topic of this part of the unit: Itineraries. Discuss the information as a class. 2. Have students work in teams to answer the questions. This would be a great time to walk around and confer with different teams and provide any help they may need.

**Get In!**

Ask students to read the instructions and make sure they understand them. Provide any assistance they may need and confer with each team about their discussions.

**Closing**

**Got It!**

Students will continue to work in teams. During this part of the lesson they will review everything they have done in the unit thus far and put their understanding and knowledge of it to practice.

Ask students to read the instruction and clarify any doubts they may have.

To check the activity, ask volunteers from each team to read their answers, and discuss with the whole class.

**Homework** Ask students to read pages 127–133 of their Reader's book.

Advise students to keep this information in their portfolios. Remind them that a portfolio is a collection of records that reflects their accomplishments, skills and learning experiences.



## Consolidation

### Opening

It could be a good idea to ask students who have been on a plane, to talk about the usual regulations they must follow. Encourage them to share their experiences.

### Procedure

Read the instructions and make sure students understand the task. Ask a volunteer to read the statements out loud. Ask them to go over it individually.

Ask students to work in teams and ask them to first discuss the suggestions they will give before they start writing.

Monitor their work and help them correct any grammar or spelling mistakes they may have, and encourage them to use English at all times.

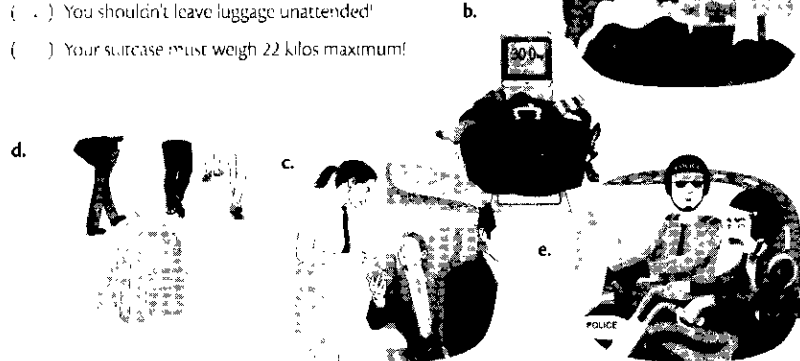
### Closing

Try to elicit the correct uses of should and must from students. Give a short explanation in case they find it confusing. Elicit several examples using both auxiliaries and write them on the board.

Date:

#### 1. Match the pictures with the statements. Follow the example.

- ( ) You shouldn't travel by plane!
- ( ) You mustn't drive over 90 km/h!
- ( ) You mustn't use your cell phone on the plane!
- ( ) You shouldn't leave luggage unattended!
- ( ) Your suitcase must weigh 22 kilos maximum!



165 Unit 10

#### 2. Write three things you mustn't forget when you travel.

- a. to a foreign country
- b. by plane

#### 3. Write three things you shouldn't forget when you arrive to your destination.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Language Focus

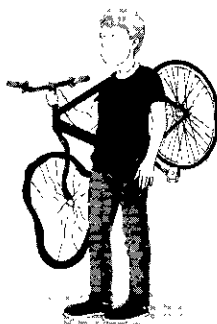
#### Read and complete.

- a. When "should" appears the action is \_\_\_\_\_ optional/obligatory
- b. When "must" appears the action is \_\_\_\_\_ optional/obligatory

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

**1. Fill in this table with your preferences (✓).**

Item	Like	Dislike
travel by car		
travel by plane		
speak English		
be punctual		
travel long distances		
tours		
sea travel		
balloon travel		
camping		
hiking		
rafting		
outdoor activities		



**2. Exchange the information in exercise 1. You may use: "Do you like..." Take notes from one of your teammates.**

**3. Use your notes to write a report about one of your teammates.**

**4. Exchange the information in exercise 3 with a different classmate.**

**Review**

**Opening**

You can start by reminding students the purpose of this page is to review the material they have studied so far, and that it has to be done mostly individually.

1. We suggest to read the instructions to the class and make sure they understand the task.

Ask students to check their likes and dislikes. Clarify any words if necessary.

2. Ask students to work in teams and share and compare their choices. Monitor their work and help them correct any grammar or spelling mistakes they may have, and encourage them to use English at all times.

3. Ask students to write a report about one of their partners. Make sure they don't write about the same person as someone else. Suggest each student to write about a different teammate.

Review the activity as a class and ask students to correct any errors they may have.

4. Ask students to join a different classmate and share their reports about the first partner they worked with.

**Remind students to bring their information and material for the final stage of their product next class. Encourage them to use big pictures or illustrations to enrich their presentations.**

**An Itinerary**

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

**Product**

**Step 1**  
**Let's plan a trip in our country!**

Work in teams and discuss a place you'd like to visit. Brainstorm where you can find information related to it. Complete the information as a guide to plan your trip.


- Agree on a place \_\_\_\_\_
- Choose transportation \_\_\_\_\_ Student's own answer
- Length of the trip \_\_\_\_\_
- Accommodation \_\_\_\_\_
- Cost \_\_\_\_\_
- Cities to visit \_\_\_\_\_

**Step 2**  
**Describe your trip**

Keep working in teams. Write notes about the place you chose previously. Include all the information about:

- Place and time to leave
- Time to return
- Days required for the trip
- Activities to do in the place
- Accommodation and lunches
- Transportation
- Cost of the trip

Check your work and the information on pages 162-164 to review how to write an itinerary. Also find useful information and examples in your Reader as examples of itineraries (PP. 122-133.)



Family and community 167

**An Itinerary**

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

**Product**

**Step 3**  
**Write your itinerary**

Day 1 \_\_\_\_\_ Day 5 \_\_\_\_\_  
 Day 2 \_\_\_\_\_ Day 6 \_\_\_\_\_  
 Day 3 \_\_\_\_\_ Day 7 \_\_\_\_\_  
 Day 4 \_\_\_\_\_

**Step 4**  
**Present your Itinerary**

Write some questions for your classmates' presentations.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Now it's your turn. Present your work and answer questions.

**Assessment**

Now, remember the product of this unit. You will express an opinion about your and another team's work. Check the items according to your performance.

Did the students...	Yes	No	Assessment Strategy
include pictures to illustrate the itinerary?			Look at your results and answer the questions. Then, share the information with another team. What is your opinion about your team's job?
include relevant information as days of stay, accommodation, cost, or others?			What is your opinion about your classmates' job?
answer classmates' questions.			Write some things your team and the other one need to improve.
organize texts and illustrations in the itinerary?			
write all the information technological related?			

**168** Unit 10

## An Itinerary

Encourage students to refer back to pages 162-164 to check previous work and ideas they have developed during the unit.

They should decide which place they will talk about. Advise them to research as much information as possible about it.

Students should follow the steps carefully. Provide them with the appropriate guidance. Check their itineraries before they present to correct mistakes on grammar or spelling.

Encourage the use of images to illustrate their work.

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

It is time to reflect on the achievements in this period. Let's find out what you learned and can do, or what you need to work on harder, or practice and reinforce.



Choose the option according to your performance

I can ...	Always	Sometimes	Never
write an itinerary for a trip.			
give arguments to defend my own ideas.			
search information in different resources.			
make suggestions for a trip.			
compare the options suggested.			
listen to others and respect their ideas.			

Think about your results. If you got more *always*, you are doing a very good job, keep working hard. On the other hand, you should identify what you are doing well and what you can improve if you got more *sometimes*. Don't worry if you chose *never*, it only means that you need help to get better. As a suggestion, detect the part of the unit where you need assistance and ask your teacher for help. Go ahead in order to get your goals.

Compare your results with a classmate, share study strategies and advice to improve the academic performance, write about it. Then, describe what you learned in this unit and ask your partner.

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Remind students that this section is an opportunity to reflect on their work and their own learning process.

Read the instructions and make sure students understand the task.

Read the first two or three statements and elicit how to mark each statement in detail.

It is a good moment to ask students to go over the statements and mark their individual progress according to the criteria.

**You can visit the following website where your students can practice their English skills with online exercises:**  
<https://eu.ixl.com/ela/>

### Rubric scale

Instructions: Place a check mark in the box that best describes the performance done by the team of students. Provide feedback if necessary.

Criteria	Excellent	Very good	Good	Needs improvement
1 The characters are clearly stated in the story.				
2 The narration states a plot.				
3 The setting is stated clearly.				
4 It contains a beginning, development and a conclusion.				
5 The spelling rules of language are applied.				
6 The grammar rules are respected.				
<b>Total</b>				

## Unit 1

### Track 2 Page 12, Lesson 1A Exercise 2.

- Girl:** Santiago, do you know what community service is?
- Santiago:** No idea, but you can find information in dictionaries, books or the Internet.
- Girl:** Let's look in this dictionary.
- Santiago:** OK... community service is: voluntary work intended to help people in a particular area.
- Girl:** Sounds like an interesting way to help people.
- Santiago:** Sure it does. Perhaps we should look further into it and call the number on the sign.
- Girl:** I can call and ask for further information when I get home.
- Santiago:** Great! Let's talk afterward. Thank You.

### Track 3 Page 15, Lesson 2A, Exercise 2.

"Things which could be considered community service include tutoring children, building homes in low income areas with Habitat for Humanity, assisting the elderly, socializing animals at animal shelters, being a museum docent, performing habitat restoration, contributing to the operations of volunteer fire departments and emergency services, or helping with civic beautification. In all cases, community service work is performed by volunteers who are not paid for their time. In some instances, the work would not be accomplished without the work of such volunteers, and many small organizations rely on people with community spirit to survive."

### Track 4 Page 16, Lesson 2B, Exercise 1.

"Good morning. This is S.E. Smith from XMEX news. Today's coverage is about Community Service. Let's start. For people who are not affiliated with an organization, finding community service opportunities is easy. In many cases, an organization which needs the assistance of volunteers has a volunteer coordinator. Contact the organization you are interested in to ask about volunteers, or check bulletin boards around town for organized community service activities.

For people who are new to a community, community service can be a great way to learn more about the place in which they live and the people they live with. Community service may also be required for things like high school graduation or membership in an organization, in which case the school or organization often helps to organize community service opportunities.

But community service can also help to ensure that important services like meals for the elderly and volunteer fire departments continue to run. It also helps to build a rich and supportive community of people who know each other and lend each other a hand when it is needed."

So that's all for today. See you in our next coverage about rescued animals..."



## Track 5 Page 17, Lesson 2C, Exercise 2.

**Friend:** How many community services are there?

**You:** There are eight.

**Friend:** Which services involve manual labor?

**You:** Building homes, assisting the elderly, habitat restoration and civic beautification.

**Friend:** Are elderly people considered?

**You:** Yes, they are.

**Friend:** Are emergency services important?

**You:** Most definitely.

**Friend:** Why is animal socializing important?

**You:** Because they need to be trained.

**Friend:** What can be done in museums?

**You:** You can serve as a guide.

## Track 6 Page 18, Lesson 3A, Exercise 2.

**A:** Morning! Meals for All?

**B:** Good morning! Can I help you?

**A:** I'd love to work with you.

**B:** Right. What can you do?

**A:** I'm an excellent cook.

**B:** Really? That's great!

**A:** When do I begin?

**B:** Tomorrow at 10 a.m.

**A:** That's OK.

**B:** Thank you very much.

**A:** See you tomorrow!

**B:** See you then.

## Unit 2

### Track 7 Page 28, Lesson 5A, Exercise 1.

#### The ant and the grasshopper

In a field one summer's day, a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the grasshopper, "instead of toiling and moiling in that way."

"I am helping to lay up food for the winter," said the ant, "and recommend you to do the same."

"Why bother about winter?" said the grasshopper; "We have got plenty of food at present." But the ant went on its way and continued its toil.

When the winter came, the grasshopper had no food and found itself dying of hunger - while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the grasshopper knew: It is best to prepare for days of need.

Adapted from: Aesop

## Track 8 Page 31, Lesson 6A, Exercise 2.

### The Princess and the pea

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were enough princesses, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked to have a real princess very much.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly, a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! What a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

## Track 9 Page 32, Lesson 6B, Exercise 2.

### The Princess and the pea (Part 2)

Well, we'll soon find that out, thought the old queen. But she said nothing, went into the bedroom, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses.

On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!"

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds.

Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, for now he knew that he had a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it.

There, that is a true story.

Adapted from: Hans Christian Andersen

**Track 10 Page 34, Lesson 7A, Exercise 2.**

**How the leopard got his spots** (fragment)

"I'll take spots, then," said the Leopard; "but don't make them too vulgar-big. I wouldn't look like giraffe not for ever so."

"I'll make them with the tips of my fingers," said the Ethiopian. "There's plenty of black left on my skin. Stand over!"

Then, the Ethiopian put his five fingers close together (there was plenty of black left on his new skin still) and pressed them all over the Leopard, and wherever the five fingers touched, they left five little black marks, all close together. You can see them on any Leopard's skin you like, Best Beloved. Sometimes the fingers slipped and the marks got a little blurred; but if you look closely at any Leopard now you will see that there are always five spots of five fat black finger-tips.

"Now you are a beauty!" said the Ethiopian. "You can lie out on the bare ground and look like a heap of pebbles. You can lie out on the naked rocks and look like a piece of pudding-stone. You can lie out on a leafy branch and look like sunshine sifting through the leaves; and you can lie right across the centre of a path and look like nothing in particular. Think of that and purr!"

"But if I'm all this," said the Leopard, "why didn't you go spotty too?"

"Oh, plain black's best," said the Ethiopian. "Now come along and we'll see if we can't get even with Mr. One-Two-Three-Where's-your-Breakfast!"

So they went away and lived happily ever afterward, Best Beloved. That is all.

Rudyard Kipling (1865-1936)

**Track 11 Page 38, Lesson 8B, Exercise 2.**

helped	saved	decided
finished	lived	added
talked	cleaned	ended
stopped	answered	existed
fixed	played	invited
liked	traveled	visited

## Unit 3

### Track 12 Page 47, Lesson 10A, Exercise 1.

1. Open your dictionary.
2. Find the first two letters of your word.
3. Look for your two letters at the top of the page.
4. Make sure the entry is correct.
5. Check pronunciation.
6. Check meanings.
7. Choose the right meaning.
8. Close the dictionary.

### Track 13 Page 48, Lesson 10B, Exercise 1.

#### How to use bilingual dictionaries

“Get a bilingual dictionary with translations in both your native language and your target language. If you want to translate words from English to Spanish, find in an English-Spanish dictionary. Make sure the dictionary you consult has both an English-to-Spanish section and a Spanish-to-English section.”

“Look up a word or phrase you want to translate. If you want to translate the word “bank,” for example, go to the English section of the dictionary and find the word. There you will find a Spanish equivalent for the word. However, because not all languages are the same, more than one translation will be provided for this particular word. In Spanish, “bank” can be “banco” or “orilla.” In order to

determine the correct word for “bank,” you will need to identify the context in which the word is.”

“Perform a reverse lookup by finding the words “banco” and “orilla” in the Spanish section and translating them back to English. This process will help with accuracy when looking up ambiguous words like “bank.” In English, a “bank” can be defined as an institution that safeguards money, or as a slope that immediately borders a river. The reverse look up method will help you find the correct Spanish version of “bank” that you are looking for.”

### Track 14 Page 50, Lesson 11A, Exercise 2.

#### Dictionary Basics

- You know that words are arranged in alphabetical order, so when you look up a word you read the words at the top of each page; sometimes there is only one per page, other dictionaries may have one per column.
- Focus your attention on the “guide words” at the top of the page to locate your word or “entry”. The one at the top left indicates the first entry on that page, the one at the top right indicates the last entry of that page.
- Have in mind what type of word you are looking for, if it is masculine or feminine, singular or plural, a regular or irregular verb, an adverb, an adjective, a noun, a compound word. This you will learn with patience and practice.
- Check all the meanings the “entry” has for you, before you decide which one to select.
- Check and practice the phonetic transcription.

- If you encounter the same word three times or more, copy it in your “personal dictionary.”
- This information is valid for English and Spanish.
- Share your findings with your classmates.

## Unit 4

### Track 15 Page 61, Lesson 13B Exercise 1.

In silent movies actors and actresses need to be very expressive in order to communicate with the audience. As they do not speak, they use their body language and facial expressions to mutely say what they are doing, thinking, planning or even imagining, and this is how they convey ideas to the audience. Some signs and gestures are universal, or almost. We all know that a person who is smiling is happy and that a person who is crying may be sad; a person waving his or her hand is maybe saying hello or goodbye. We must not forget that deaf people through history have used sign language and may communicate even without speaking. So, if you cannot use spoken words to say something, you can always use, like in silent movies, your body language to communicate. Sometimes a facial expression or a gesture is worth more than one hundred words!

## Unit 5

### Track 16 Page 79, Lesson 18A Exercise 1.

“[In 2000] remote shopping, while entirely feasible, will flop –because women like to get out of the house, like to handle merchandise, like to be able to change their minds.”

– Time magazine, 1966

“By 2000, politics will simply fade away. We will not see any political parties.”

– Inventor R. Buckminster Fuller, 1966

“The actual building of roads devoted to motor cars is not for the near future, despite many rumors to that effect.”

– Harper’s Weekly, 1902

“Plastic waste, by the year 2000, should be a comparatively minor problem... non-returnable containers of any kind will certainly be illegal.”

– Futurist M.W. Thring, 1973

### Track 17 Page 83, Lesson 19B Exercise 1.

**Boy:** “Computers and CDROMs will change the future of education because the CDROM will be like a textbook stored on a disk. So instead of carrying loads of heavy textbooks, you carry a couple of disks that you can read the material from. Learning would be made easier and less of a burden.”

## Unit 6

### Track 18 Page 92, Lesson 21A Exercise 1.

#### The Human Body

There are millions of cells in the human body. The majority of these cells are as small as a grain of salt. Tissues are a group of cells that play a particular role, like covering the mouth.

Different types of tissues combine their characteristics to form an organ with specific functions. Organs do not work in isolation, they form a part of a system that performs a vital function.

The body transforms food into energy. We must supply food, oxygen and water to our cells, and also a way to get rid of the waste. The body systems take care of these needs.

### Track 19 Page 99, Lesson 23B Exercise 1.

- a. Can bones repair themselves?
- b. Does the skeletal system protect vital organs?
- c. Which are the functions of the skeletal system?
- d. How many bones are there in the skeletal system?
- e. Can you name three important bones of the skeletal system?

## Unit 7

### Track 20 Page 108, Lesson 25A Exercise 1.

- Frank:** Hi! This is Frank.
- Ana:** Hello! What's up?
- Frank:** I love videogames, don't you?
- Ana:** No, I don't. Why?
- Frank:** Because I have a part-time job.
- Ana:** That's great! Where?
- Frank:** In a videogame arcade.
- Ana:** I see.
- Frank:** You may come anytime.
- Ana:** I don't know how to play.
- Frank:** I'll teach you.
- Ana:** OK. Bye!

### Track 21 Page 112, Lesson 26B Exercise 1.

Someone tells you:

"What are you going to do tomorrow morning?"

Is the person interested in knowing your activities? Of course not! The person is giving you an "opening" for an invitation.

You have three options:

1. If you are not interested, you give an excuse:  
"I have an exam."; "My grandpa is coming for breakfast."
2. If you are interested but you can't, you may say:  
"Sorry, I'm busy tomorrow. What about next week?"
3. If you are interested and can, you say:  
"Nothing much."; "I'm free."; "What time?"

**Track 22 Page 115, Lesson 27B Exercise 1.**

- a. Morning! This is Pam.
- b. Guess what?
- c. Do you like running?
- d. Well, you should.
- e. Because it's good for you!
- f. Because it's good for your heart.
- g. Because it is fun.
- h. Talk to you later.

**Unit 10**

**Track 23 Page 156, Lesson 37A Exercise 1.**

Scotland Tours - Bus, Coach, Train & Car | VisitScotland

<https://www.visitscotland.com/see-do/tours/>

Find information on tours around Scotland from bus, coach, railway and walking, to day trips, to week-long tours around Edinburgh, the Highlands, Harry Potter Itinerary, Isle of Skye, Loch Ness, and more.

**Track 24 Page 164, Lesson 39C Exercise 1.**

You must have your boarding pass ready.

Turn off your cell phones.

Don't leave luggage on the floor.

# Bibliography

## Suggested web sites

www.englishclub.com

Resources for teachers and learners

www.bbc.co.uk/learning/subjects/english.shtml

An enjoyable web site for learning English

www.english-to-go.com

Resources for teachers and learners

www.eslgo.com

ESL teacher development

www.usingenglish.com

Resources for English as a second language

www.1-language.com

Resources site for learning English

www.english-at-home.com

Educational site with resources for learning English

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Audio Tracks

Track	Unit	Lesson	Page	Exercise
1	<b>Presentation</b>			
2	Student's Book U1	1A	12	2
3	Student's Book U1	2A	15	2
4	Student's Book U1	2B	16	1
5	Student's Book U1	2C	17	2
6	Student's Book U1	3A	18	2
6	Student's Book U1	3B	19	1
7	Student's Book U2	5A	28	1
8	Student's Book U2	6A	31	2
9	Student's Book U2	6B	32	2
10	Student's Book U2	7A	34	2
11	Student's Book U2	8B	38	2
12	Student's Book U3	10A	47	1
13	Student's Book U3	10B	48	1
14	Student's Book U3	11A	50	2
15	Student's Book U4	13B	61	1
16	Student's Book U5	18A	79	1
17	Student's Book U5	19B	83	1
18	Student's Book U6	21A	92	1
19	Student's Book U6	23B	99	1
20	Student's Book U7	25A	108	1
21	Student's Book U7	26B	112	1
22	Student's Book U7	27B	115	1
23	Student's Book U10	37A	156	1
24	Student's Book U10	39C	164	1
25	Reader's Book U2		17	
26	Reader's Book U4		43	

**Digital  
Flash cards**

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# Teacher's Book

**Got it!** is a three-level English course specially designed for the secondary school student to develop linguistic competence. The structure of the series is focused on collaborative learning and social interacting.

It provides the students with the learning tools to communicate in real-world context and continue their encounter with English as a second language.

## Got it! Teacher's Book

This guide book has been designed to help the teacher understand how to use and complement the Student's Book by suggesting additional activities, reinforcing concepts and presenting all the Student's Book activities as well as guiding them in the use of the Reader's Book. The objective of the book is to help the teacher construct significant learning environments that favor the achievement of the expected learning.

It fully covers the Student's Book and its components while also providing tips to engage students in the learning process, creative ideas for product development and extra material to aid instruction. In addition, it includes technological suggestions and scripts of all the audio tracks. In this book, you will find the answers to all the exercises and suggested worksheets.

## The series also includes:

- The **Student's Book** which contains: ten units with three lessons each that cover different social practices within communicative environments, a section to focus on the use of the language, consolidation and review lessons for students to integrate and strengthen the acquired learning, a project that involves creating a product, a self-evaluation section to develop learning awareness and a glossary to identify and learn new vocabulary.
- The **Reader's Book** which includes both fact and fiction stories with activities to check comprehension.
- A **CD** that contains audio tracks to practice listening throughout the lessons, flashcards for vocabulary reinforcement and worksheets to extend students' practice.

**Got it!** helps students become aware of the importance of learning the language and at the same time enjoy the process to achieve goals easily so they can say: **Got it!**



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