

Quest

Teacher's Guide

1

Jin Lee



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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

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

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Quest

Teacher's Guide



Jin Lee

UDP Global Business Director

Vitor Hugo da Silva Vicente

Publishing Manager

Andrew Starling

Author

Jin Lee

Editors

Simon Cupit, Imelda Vázquez Córdova, Aaron Burkholder,
Alisa Delgado Carrillo, Paulina Cruz Sánchez, Christine Scott

Proofreading

Jessica Melfi

Series Design

Ignacio Galván

Cover Design

Rubí Ramírez

Design Coordination

Daniela Ibarra

Layout and DTP

UDP Design Team, Carlos Fernández

Illustration

Laura Gómez Valencia, Augusto Mora, Israel Ramírez, Félix
León, Noé Bribiesca

Iconography

David Ramírez

Photography

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Production

José Navarro, Valeria Salinas

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University of Dayton

300 College Park

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Quest 1**Teacher's Guide**

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Introduction

Quest is a three-level secondary school series for students in Mexico. The contents were selected and organized based on the international standards in the *Common European Framework of Reference for Languages* (CEFR). This series is aimed at students at lower intermediate to intermediate levels. It gives them the chance to develop skills needed to use English in realistic situations—ensuring that their language use is not only confined to the classroom.

Goals

The purpose of this series is to help students continue to improve their English skills in a variety of different formats and situations. In addition, they will develop specific skills pertaining to particular social practices of the language. The social practices are all related to language use in three learning environments, as specified by the curriculum: family and community (units 1 to 4), recreational and literary (units 5 to 7), and academic and educational (units 8 to 10). To achieve these goals, students are asked to produce oral and written texts on topics related to the social practice.

Methodology

Quest is based on exposing students to authentic language in reading and listening texts that relate to everyday situations and experiences in life. These texts are closely related to the designated social practice of the unit. For example, in Unit 1 the social practice is “Exchange views on a community service.” This topic is covered in the *Reader* with a text on community jobs, and is expanded on with listening activities and further reading about volunteer work in the *Activity Book*.

The *Reader* is an essential component of the series as it provides language in context that is then used as a basis for activities in the *Activity Book*. Speaking and writing activities throughout the unit then promote a step-by-step approach to covering the social practice through individual, pair, and group work. The focus of the unit is a group product which ties together all that the students are practicing. This procedure is followed in all ten units.

Another important part of *Quest* is its emphasis on social language. As well as being associated with the program of study, the oral and written texts that students produce are contextualized, personalized, and meaningful. Students spend time developing responses to real-world situations, which they practice in pairs or groups. It is difficult to learn a language in isolation, so *Quest* strongly emphasizes the social component of language-learning.

By using the approaches above, every *Quest* activity has a real-life analogue. Students don't simply write essays or give speeches. Instead, they write e-mails to friends, perform plays, or participate in debates. All four skills of listening, reading, speaking, and writing are used. *Quest* emphasizes the contexts in which different kinds of language are needed and shows students how to use them.

Specific Purposes

The program of study outlines a number of specific purposes. At secondary level, it is expected that students

- use English to express ideas and thoughts confidently and efficiently to people of other cultures.
- organize thoughts and discourse, analyze critically, and solve problems, as well as participate in different exchanges and cultural expressions.
- interact creatively and ethically, with empathy towards the perspectives and feelings of others.
- recognize the role of language and culture in the construction of knowledge, shaping of identity, and regulation of behavior, experience, and values.
- reflect on language and culture to interpret and produce meaning in exchanges.

Building Learner Autonomy

In addition to its alignment with the social practices and specific purposes of the program of study, *Quest* also encourages students to take control of their own learning process. They are given multiple opportunities to reflect on and evaluate their own and others' work at the beginning, during, and the end of each unit. This enables them to identify strengths and weaknesses and make suggestions for improvements. In this way, students get a chance to identify the ways of learning that best suit them.

With this in mind, in most classes *Quest* provides ideas for students to produce something tangible and that can be assessed either individually or in groups. Very often, these activities are steps towards a final group product, which students peer evaluate at the end of each unit. However, there are also recommendations for evaluating progress in a variety of other production activities in different classes throughout, as well as checklists to verify their spoken and written output.

Evaluation

As well as the continual self-assessment outlined above, there are a number of other ways for the teacher to assess students' progress. The *Teacher's Guide* provides texts for ongoing assessment at various stages. It is important to remember that this assessment focuses on fluency and communicative competence in both written and oral texts. There is also an evaluation instrument as suggested by the program at the end of each unit. In addition, each unit comes with a two-page assessment, which can be found at the back of the *Teacher's Guide*.

Components

Teacher's Guide

The *Teacher's Guide* provides a comprehensive overview of each unit, step-by-step lesson plans with warm-up activities, instructions, and answers for each activity in the *Activity Book*, wrap-up activities to close each class, and a wealth of additional activities to extend learning inside and outside of class.

Unit Planner
p. 21

Unit 1 Community Services
Environment: Language and Communication
Communicative Activity: Exchange information about services
Social Practices: Exchange information about services

| Classes 1-8 | Week 1 | Week 2 | Week 3 |
|---------------------|---|---|---|
| Language Objectives | Describe the services in the community. Use the vocabulary and structures learned in the previous unit. | Describe the services in the community. Use the vocabulary and structures learned in the previous unit. | Describe the services in the community. Use the vocabulary and structures learned in the previous unit. |
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Classes 10-12
Assessment

The *Teacher's Guide* includes a *Unit Planner* with week-by-week language objectives, learning outcomes, and suggested types of *Ongoing Assessment*.

An **Objectives** box presents the target functions and language for each class.

Before you start activities provide students opportunities to show what they know about a topic through discussion questions. They also reflect on areas they do not know about or that need further work.

Pre-reading activities help prepare students for the class by activating pre-existing knowledge and encouraging them to make predictions.

Unit 1 CLASS 1

Objectives: Exchanging information about community services
Language: *clean windows on skyscrapers. Rescue pilots are rescuing fishermen.*

Review: Your Skills
Introduce yourself in the class and ask them about your profession. *What do you do?* Elicit the names of different jobs and use them on the board. Explain to students that there are some jobs that focus on helping the community. These are called community services. Ask if a student if they are familiar with any community services.

1 Have students work in groups of four and give the *Activity Book* to every 2. Have them look at the pictures or project the Unit 1 images on the ESL CD. Encourage students to identify the community services during *Warm-up* and *Pre-reading* activities. Have students answer the questions. Encourage them to discuss their answers.

2 Have students reflect on their answers to the previous activity. *What are others doing now?* Can you identify any services you would like to see about the city? Adapt the activity to suit your context by giving the answer to the students. Get them to discuss their answers and have them figure out something the teacher asks students to read the rest of the page to see what they know and what they are going to do and learn throughout the unit.

Unit 1

CLASS 1

Objectives: Exchanging information about community services
Language: *clean windows on skyscrapers. Rescue pilots are rescuing fishermen.*

Review: Your Skills
Introduce yourself in the class and ask them about your profession. *What do you do?* Elicit the names of different jobs and use them on the board. Explain to students that there are some jobs that focus on helping the community. These are called community services. Ask if a student if they are familiar with any community services.

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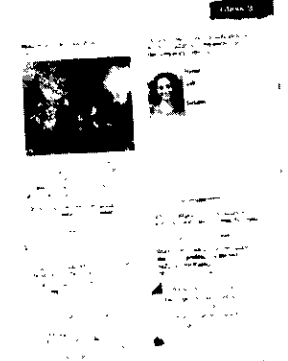
A We students in turn to give 10 get the *Activity Book*. Ask them to read the first section and explain that they will read the text *Chapter 1 and Dirty Jobs*. Have them open up the *Activity Book* to the 5. Divide the class into groups to read the *Pre-reading* questions and discuss them. Invite students to share answers. Have students to read the whole pages 6-11. Monitor to make sure all the pairs are reading. Help them if they are having trouble what they are reading from the text.

B Invite students to read the *Activity Book* page 10. Have them think about what they are doing. Have them discuss the activity. Invite them to compare their answers with the class.

C Invite students to read the *Activity Book* page 11. Have them think about what they are doing. Have them discuss the activity. Invite them to compare their answers with the class.

D Invite students to read the *Activity Book* page 12. Have them think about what they are doing. Have them discuss the activity. Invite them to compare their answers with the class.

A. Write a short paragraph about the...
 B. Write a short paragraph about the...
 C. Write a short paragraph about the...
 D. Write a short paragraph about the...



Ongoing Assessment List of Questions and Answers to Ask for and Give Information
 This list of questions and answers is designed to help you assess your students' progress in the...
 Use this list of questions and answers to assess your students' progress in the...
 Use this list of questions and answers to assess your students' progress in the...

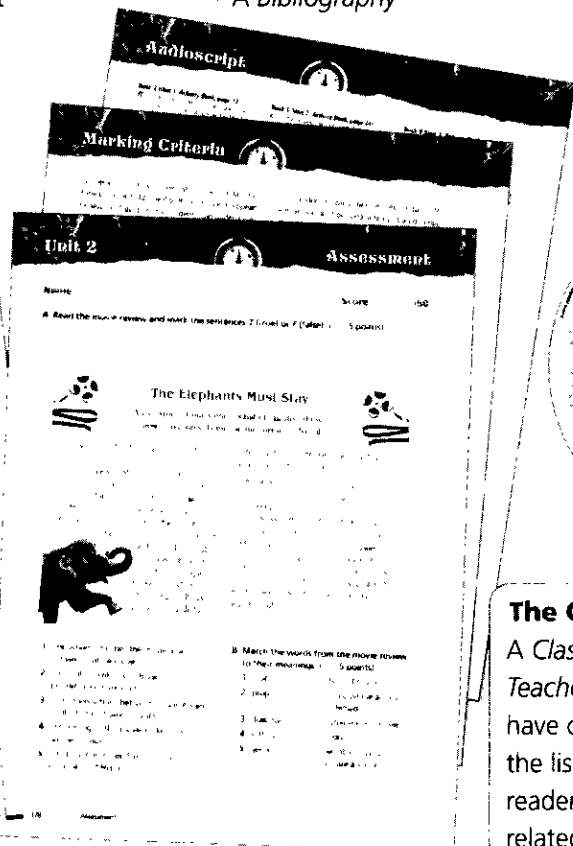
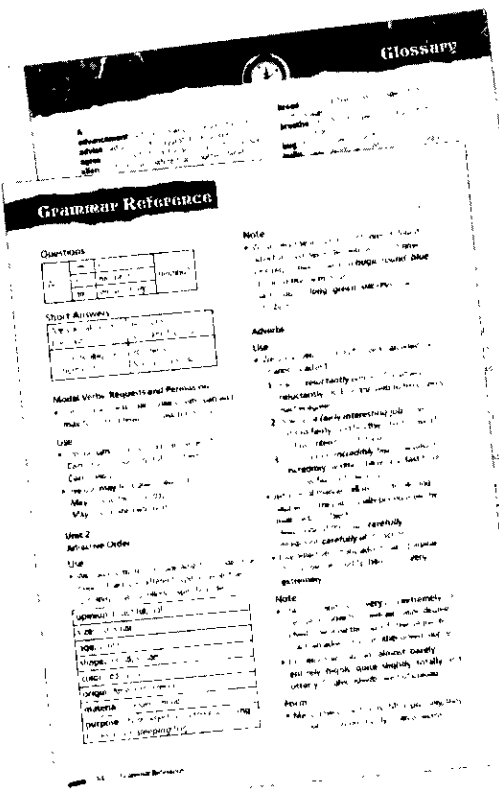
CLASS 3
Objectives: Giving information about routines and current activities in a job.
Language: This week I am teaching backstage to a group of children who...

Ongoing Assessments and Suggested Evaluation Instruments provide teachers with an opportunity to observe students' performance and progress while students participate in different activities.

Warm-up and Wrap-up activities, related to the functional objectives, include a selection of enjoyable games and consolidation activities to ensure systematic recycling throughout the course, and offer a variety of ways to carry out informal ongoing assessment.

Other sections include

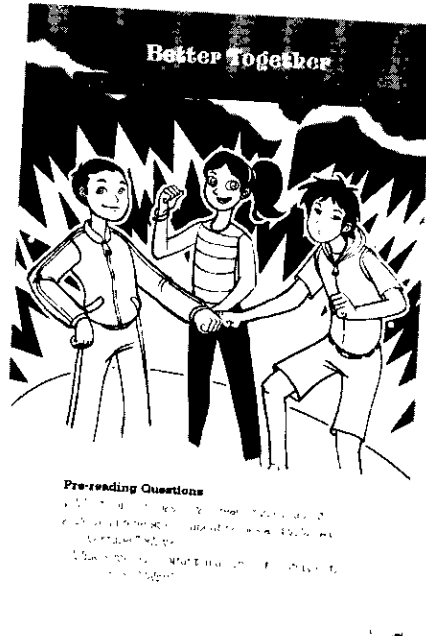
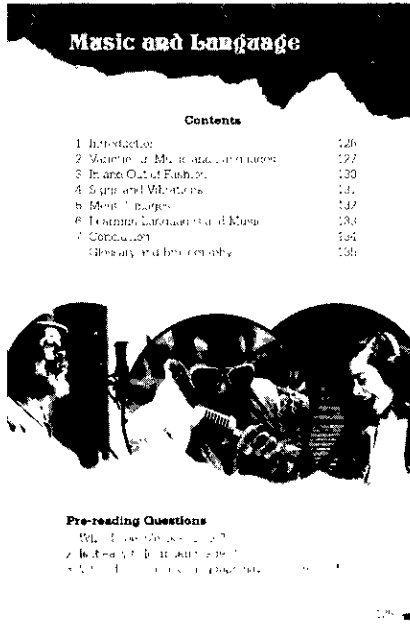
- An *Irregular Verbs* table and *Phonemic Chart*
- A *Grammar Reference*
- A *Glossary*
- A two-page *Assessment* for every unit
- Assessment *Answer Key*
- A *Marking Criteria* section
- The *Audioscript* for the recordings. For easy reference a track list can be found on the inside back cover.
- A *Bibliography*



The Class CD
 A *Class CD* comes with every *Teacher's Guide*. These CDs have complete recordings of the listening activities, some reader texts, and images related to each unit.

The Reader

The type of text for each of the ten *Quest* units can be informative or narrative. Each text is usually read in two parts and over the course of a number of classes, in order to focus on different language points and vocabulary. This makes it easier for students to both understand the language points and digest the information presented.



The *Reader* presents language in context and provides simple, everyday patterns that students can easily identify. These points are then revisited and practiced in class.

1 Introduction

Music and language are two of the most important parts of our lives. They are both part of our culture and they help us to understand the world around us. In this unit, we will explore the relationship between music and language and how they can help us to learn and grow.

Each *Reader* has a title page containing pre-reading questions to activate students' prior knowledge, help them make predictions, and begin to understand the content of the *Reader*. There is also a *Comprehension Check* at the end of each text.



Comprehension Quest

A Read pages 88-92 of the comic 'Better Together'. Then underline the correct options.

1. What is the main idea of the text?
 - a. The relationship between music and language.
 - b. How to learn a new language.
 - c. What is the main idea of the text?
 - d. Music and language are two of the most important parts of our lives.
2. How do you think the author feels about the topic?
 - a. He is very interested in it.
 - b. He is not interested in it.
 - c. He is bored with it.
 - d. He is angry with it.
3. What do you think the author wants to say?
 - a. Music and language are two of the most important parts of our lives.
 - b. Music and language are two of the most important parts of our lives.
 - c. Music and language are two of the most important parts of our lives.
 - d. Music and language are two of the most important parts of our lives.

B Read pages 93-97. Then mark the sentences from the comic that are T (true) or F (false).

1. The main idea of the text is about the relationship between music and language.
2. The author is very interested in the topic.
3. The author is not interested in the topic.
4. The author is bored with the topic.
5. The author is angry with the topic.

C Work in pairs. Discuss the questions.

1. What is the main idea of the text?
2. How do you think the author feels about the topic?
3. What do you think the author wants to say?

The Activity Book

The *Activity Book* is divided into ten topic-based units, organized into three different learning environments, *Family and Community* (Units 1 to 4), *Recreational and Literary* (Unit 5 to 7), and *Academic and Educational* (Units 8 to 10). Each of these units revolves around a text in the *Reader*. The key activities from the *Activity Book* include:

Class 1 relates directly to the unit *Reader*. Students read the first part of the unit text and develop general comprehension, topic-based vocabulary, and guided, text-based discussion activities.

Class 1

Read the first part of the text and complete pages 6-11 of your *Reader*.

Do all the activities in the community section on page 6 of the *Reader*.

Read the short story and answer the questions.

Match the words from the text to their meanings in the list below.

1. ... the ...
2. ... the ...
3. ... the ...
4. ... the ...
5. ... the ...
6. ... the ...
7. ... the ...
8. ... the ...
9. ... the ...
10. ... the ...

11. Use the words above to complete the sentences in the list below.

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

12. Read the text about ... Think about the community and ... Read about the ... and ... Use the ...
13. ...
14. ...
15. ...
16. ...
17. ...
18. ...
19. ...
20. ...

19

Class 2

Read these sentences and underline the verbs.

Complete the magazine profile about a woman with the correct form of the verbs in parentheses.

Name: ...
Job: ...
Details: ...

Write a job profile for a someone you know who provides a community service. Use the information in the text as a model.

Think in pairs. Ask and answer questions about your profile. Use the verb 'think' to evaluate your friend's profile.

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

11

Class 2 offers target language practice within the context of the *Reader*. Then students use deductive reasoning to figure out grammar rules.

Class 3

Work in pairs. Look at the pictures of two daily activities and answer the questions.

1. ...
2. ...

Listen to the talking about his daily activities. Number the pictures in the order he does the activities.

1. ...
2. ...
3. ...
4. ...
5. ...

Listen to the sentences and underline the stressed words or syllables.

1. ...
2. ...
3. ...

Match each sentence in order to its meaning.

1. ...
2. ...
3. ...
4. ...
5. ...

Read the sentences aloud and underline the words in bold. Discuss how you pronounce them.

1. ...
2. ...
3. ...
4. ...
5. ...

12

Class 3 helps students develop listening comprehension skills, identify pronunciation rules, and consolidate language points.

Class 4

Read the first part of the text *Department* and do the job on pages 12-13 of your *Reader*.

Complete the chart with information about the jobs in the text below.

| Job | Duties | Equipment |
|-----|--------|-----------|
| ... | ... | ... |

Complete the sentences with the names of jobs.

1. ...
2. ...
3. ...
4. ...
5. ...

Complete the sentences about jobs with the correct form of the verbs in the box.

In your project groups, get out your list of five nearby services and jobs. In your groups, discuss the questions and give reasons for your answers.

1. ...
2. ...
3. ...
4. ...
5. ...

13

Class 4 relates directly to the unit *Reader*. Students read the second part of the unit text and develop general comprehension. It provides vocabulary expansion activities and interpretation questions for discussion.

Class 5

Work in groups. Discuss the questions.

1. ...
2. ...
3. ...

Work in pairs. Match the questions where you can. *Note:* You may find the same question in more than one place.

1. ...
2. ...
3. ...
4. ...

Department

Name: Martha Coler
Age: ...
Tel: 20x 355-0169
Experience: ...
Reasons: ...

Complete the telephone conversation with the missing words.

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

Listen to a phone conversation between Martha and the fire department and complete the missing information in the form.

1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

Listen again and match the questions and answers.

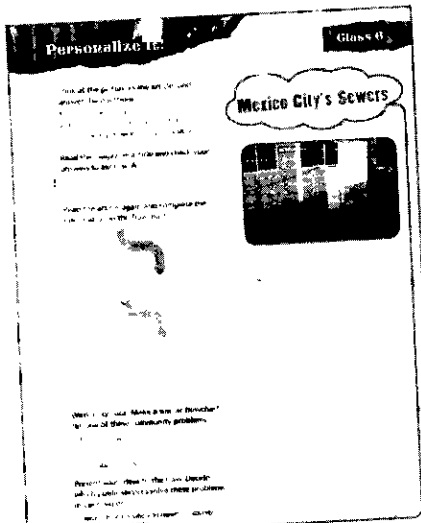
1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

Work in pairs. Identify which is a request and which is a suggestion.

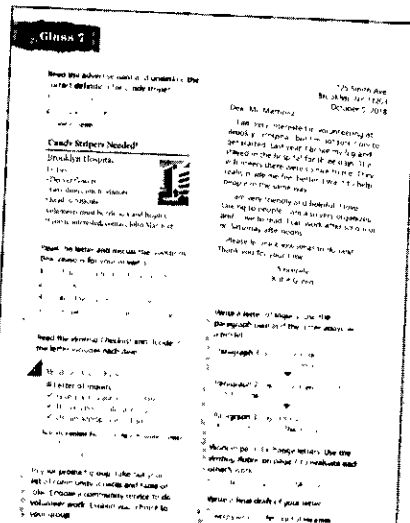
1. ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

14

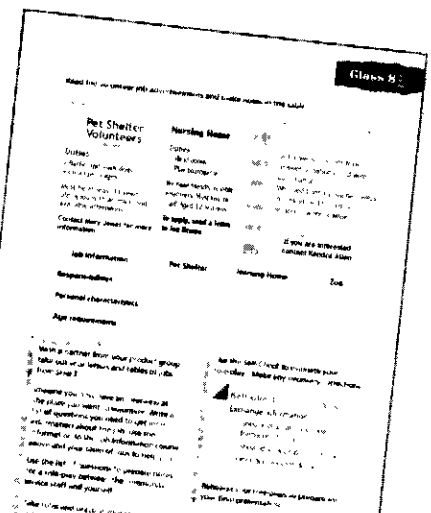
Class 5 offers students the opportunity to learn functional language while using it. The guided use of target language allows students to deduce the rules of usage and grammar.



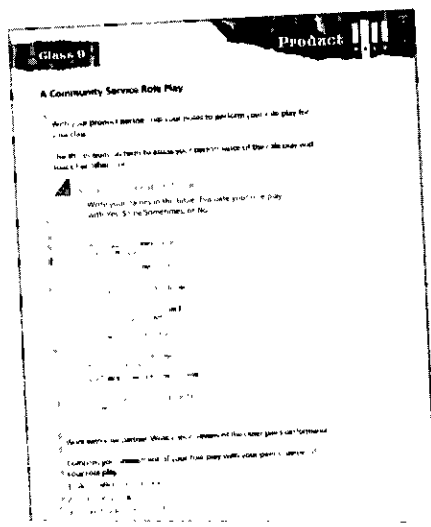
Class 6 gives students the opportunity to apply skills and knowledge to their own experiences in the **Personalize It** activities, which reinforce language points from the *Reader* in different contexts.



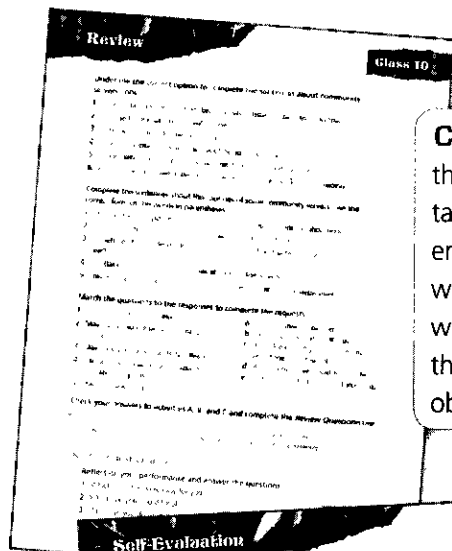
Class 7 provides students with activities that will help them complete the *Unit Product* and prepare for the presentation stage.



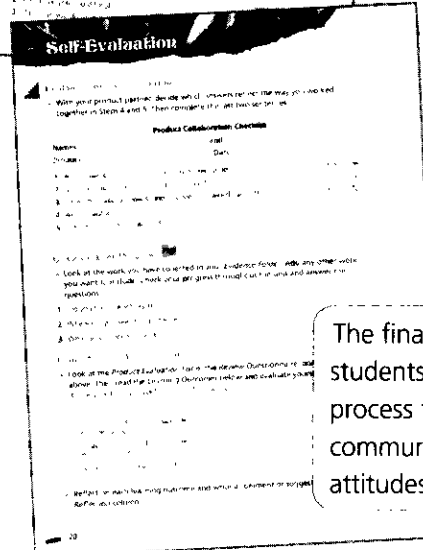
Class 8 guided writing instruction activities help students improve writing skills. These activities include note-taking, paragraph organization, and a *Writing Checklist*.



Class 9 revolves around the presentation of the group product together with a *Self or Peer Evaluation* activity for reflection on both performance and collaboration.



Class 10 gives students the opportunity to review target language in an entertaining and motivating way. A reflection activity will allow students to assess their achievement of unit objectives.



The final page of the unit guides students through a self-evaluation process that focuses on students' communicative competence, attitudes, and collaborative skills.

Unit 1 Community Services p. 21

Environment: Family and Community

Communicative Activity: Exchanges associated with specific purposes

Social Practice: Exchanges views of a community service

| Classes 1-9 | Week 1 | Week 2 | Week 3 |
|--|---|--|---|
| Language Objectives | Understanding information about community services <i>On an average day, she sits on a small platform.</i> | Identifying and exchanging information about routines and current activities in a job <i>They are working hard to finish the job</i> | Making polite requests and asking for permission <i>Can I ask you some questions, please? May I have your name, please?</i> |
| Learning Outcomes Listen and revise dialogues about community services | Recognize topic, purpose, and intended audience Detect contextual clues Identify form of communication Distinguish intonation and attitude Recognize speakers' actions that support meaning Notice language register | Recognize topic, purpose, and intended audience Identify form of communication Distinguish intonation and attitude Recognize speakers' actions that support meaning | |
| Learning Outcomes Get the main idea | Activate previous knowledge and general sense Clarify the meaning of words and expressions Detect key words | Activate general sense Clarify the meaning of words and expressions Distinguish the composition of expressions: types of sentences and modal verbs Detect key words Determine the structure of dialogues and the sequence of enunciation | Clarify the meaning of words and expressions Identify use of words and expression that contain ideas Assess the use of own strategies |
| Learning Outcomes Exchange information about community services | Select appropriate repertoires of words and expressions Fluently take turns to speak Formulate and respond to questions to ask for and give information Confidently and appropriately participate in brief dialogues | Select appropriate repertoires of words and expressions Fluently take turns to speak Formulate and respond to questions to ask for and give information Confidently and appropriately participate in brief dialogues | Select appropriate repertoires of words and expressions Determine language register according to intended audience Fluently take turns to speak Include relevant details and interesting information Formulate and respond to questions to ask for and give information Consult notes to remember necessary information Confidently and appropriately participate in brief dialogues Monitor their progress regarding an initial point |
| Classes 10-12 | Week 4 | | |
| Assessment | Product presentation and self/peer evaluation. | Game and reflection | Collaboration, progress, and achievements Unit assessment |

Unit 2 Short Films p. 35

Environment: Family and Community

Communicative Activity: Exchanges associated with media

Social Practice Compose dialogues and interventions for a silent short film

| | Week 1 | Week 2 | Week 3 |
|---|--|---|---|
| Language Objectives | Identifying and describing people and objects <i>Alicia is wearing a glamorous, pink, satin dress.</i> | Describing events in detail <i>She has a fairly interesting job.</i> | Identifying and using elements of a movie script |
| Learning Outcomes Revise silent short films | Recognize topic, purpose, and intended audience Differentiate characters | Recognize topic, purpose, and intended audience Differentiate characters Determine the nature of actions (funny, tragic, etc.) | Recognize topic, purpose, and intended audience Differentiate characters Distinguish non-verbal language used by characters Identify the relationship between scenarios, actions, and sound resources Determine the nature of actions (funny, tragic, etc.) |
| Learning Outcomes Understand the general sense and main ideas | Anticipate general sense and main ideas Clarify the names of objects, actions, and concepts Monitor oral comprehension | Anticipate general sense and main ideas Establish genre Monitor oral comprehension | Clarify the names of objects, actions, and concepts Establish genre |
| Learning Outcomes Write lines and dialogues | Propose sentences to complete lines and dialogues | Include examples, appropriate details, and interesting information using adverbs Describe motivations, hopes, desires, and/or ambitions, using expressions to shade them | Propose sentences to complete lines and dialogues Use connectors to link sentences and/or reformulate expressions Order sentences into sequences to form dialogues Adjust verbal and non-verbal language according to a specific audience Use adequate volume and speed Register lines and dialogues in a script format Perform dialogues Offer and receive feedback |
| Assessment | Description of a short scene | Verse for a poem | Chart with sentences to compose dialogues Script with dialogues Product: Script for a silent short film |

Unit 3 Hobbies

p. 49

Environment: Family and Community

Communicative Activity: Exchanges associated with information of oneself and of others

Social Practice: Exchange compliments, likes, and dislikes in an interview

| | Week 1 | Week 2 | Week 3 |
|--|---|--|--|
| Language Objectives | Identifying and describing preference of oneself and others <i>Some people don't like wearing pet fur purses.</i> | Confirming information and asking questions <i>You're sure to find a hobby you like, aren't you?</i> | Describing habits, routines, and preferences <i>He plays basketball every day. He loves it!</i> |
| Learning Outcomes Listen to and revise likes and dislikes in the dialogues of an interview | Value dialogue and language as a means to exchange experiences Identify topic, purpose, and intended audience Notice contextual clues Recognize speakers' behavior Determine sequence of enunciation Exchange points of view | Identify topic, purpose, and intended audience Recognize behavior adopted by speakers Identify language register | Value dialogue and language as a mean to exchange experiences Exchange points of view |
| Learning Outcomes Understand general sense and main ideas of dialogues | Anticipate the general sense and main ideas Recognize the types of sentences used to express likes and dislikes Compare ways of expressing preferences Build comprehension strategies | Anticipate the general sense and main ideas Detect syntactic differences between British and American English: collective nouns agreement Build comprehension strategies | Anticipate the general sense and main ideas Recognize the structure of dialogues to determine the function of lines Identify words that connect ideas |
| Learning Outcomes Express compliments, likes, and dislikes in written dialogues | Show empathy in oral interactions Consider repertoires of words and expressions Include details in main ideas | Determine language register and compose sentences Consider repertoires of words and expressions Make and respond to questions to solve doubts | Determine language register and compose sentences Include details in main ideas Make and respond to questions to solve doubts Evaluate performance |
| Learning Outcomes Express compliments, likes, and dislikes in a dialogue | Compose sentences that include <i>like</i> to express like and dislikes Express points of view in favor and against Practice and follow rhythm, speed, and pronunciation | Use question tags to request confirmation Practice and follow rhythm, speed, and pronunciation | Take roles in an interview Use expressions to make time to articulate spontaneous answers Express points of view Use non-verbal language Practice and follow rhythm, speed, and pronunciation Recognize appropriate moments to interrupt interlocutors Adjust questions and answers Self-adjust strengths and needs |
| Assessment | List of preferences with likes and dislikes | Questions and Sentences | A Blog Product: A discussion about hobbies |

Unit 4 A Field Trip

Environment: Family and Community

Communicative Activity: Exchanges associated with the environment

Social Practice: Agree with others on a travel itinerary

| | Week 1 | Week 2 | Week 3 |
|---|---|--|--|
| Language Objectives | Making suggestions to plan a trip <i>That's not a good idea.</i> <i>Museums are boring.</i> | Expressing obligation and necessity <i>You must not forget to be back by 6:00.</i> | Giving advice and options <i>We should run so we don't miss it.</i> |
| Learning Outcomes Seek and consult information | Enlist proposals of destinations and ideas about travel Take note of data that support viable proposals and ideas Promote own and others' participation | Enlist proposals of destinations and ideas about travel Define sources of information to find out about destinations Promote own and others' participation | Define sources of information to find out about destinations Discard proposals based on consulted information Take note of data that support viable proposals and ideas |
| Learning Outcomes Compare pros and cons of ideas and proposals | Contrast advantages and disadvantages using graphic material Value own and others' ideas and proposals | Contrast advantages and disadvantages using graphic material Add data to viable proposals and ideas Value own and others' ideas and proposals | Add data to viable proposals and ideas |
| Learning Outcomes Build arguments to defend ideas and proposals | Analyze reasons for proposals Analyze expressions and strategies of persuasion Reflect on ways to negotiate ideas and proposals Share opinions | Analyze reasons for proposals Support reasons with data and information Reflect on ways to negotiate ideas and proposals Share opinions | Analyze reasons for proposals Support reasons with data and information Use connectors to link reasons and data to build arguments Analyze expressions and strategies of persuasion Reflect on ways to negotiate ideas and proposals Share opinions |
| Learning Outcomes Listen and express pros and cons to come to agreement | Emphasize words or alter volume to get an effect of impact Recognize emotions in the language to persuade Interpret body language to detect emotions | | Talk clearly and loud enough Organize agreements showing assertiveness Promote feedback |
| Assessment | Suggestions for a trip | Agreements about a day out | Comparative table List of agreements List of ideas and proposals Notes with data and information that support proposals and ideas Product: A field trip itinerary |

Unit 5 Folktales p. 77

Environment: Recreational and Literary

Communicative Activity: Literary expression

Social Practice: Read classic tales

| | Week 1 | Week 2 | Week 3 |
|---|--|--|---|
| Language Objectives | Identifying and narrating completed and ongoing actions and events in the past <i>Hiroshi opened the door.</i> | Identifying and narrating interrupted events and longer actions <i>Hiroshi was watching the crane fly.</i> | Narrating events in a story in sequence <i>When Hiroshi returned home one evening, Yuna was sitting at the kitchen table.</i> |
| Learning Outcomes Select and revise classic tales | Propose realistic learning goals Recognize textual and graphic organization Identify author(s) Recognize topic, purpose, and intended audience | Recognize textual and graphic organization Activate previous knowledge about narration elements Recognize topic, purpose, and intended audience | |
| Learning Outcomes Understand general sense and main ideas | Anticipate content based on graphic and textual components Use different comprehension strategies Recognize general sense Determine number and order of key elements Value reading as a leisure activity | Anticipate content based on graphic and textual components Use different comprehension strategies Recognize general sense Determine number and order of key elements | Value reading as a leisure activity |
| Learning Outcomes Compare variants of pronunciation and writing | | Consider differences between British and American spellings | Monitor own and others' strengths and weaknesses |
| Learning Outcomes Express key events orally | Contribute with observations and points of view Express personal reactions and opinions about events Recount events based on illustrations Express in progress and past actions | Contribute with points of view Express personal reactions and opinions about events Promote respecting others' opinions Recount events based on illustrations Describe actions in progress and past Specify strategies used | Contribute with observations and points of view Promote respecting others' opinions Make questions to locate specific information |
| Learning Outcomes Rewrite key events | Remember and use repertoires of words and expressions Sequence events | Remember and use repertoires of words and expressions Rewrite sentences and key events Sequence events Identify conventions in texts | Rewrite sentences and key events |
| Assessment | Folktale endings List with key events | Dialogues about the comprehension of a tale | A story Rewritten sentences Product: An illustrated story |

Unit 6 A Glance into the Future p. 91

Environment: Recreational and Literary

Communicative Activity: Recreational expression

| | Week 1 | Week 2 | Week 3 |
|--|---|---|---|
| Language Objectives | Identifying and talking about future situations and conditions <i>Robots are going to be a common sight in homes.</i> | Expressing conditions and their results <i>How will home entertainment change?</i> | Describing future events and make forecasts <i>Transportation will be very different 100 years from now.</i> |
| Learning Outcomes Revise samples of written forecasts | Value the use of graphic and textual components Understand sentences that describe future situations Contrast types of sentences to express forecasts Compare sentences with future, past, and/or present verb forms Contrast appreciations | Value the use of graphic and textual components Understand sentences that describe future situations Contrast types of sentences to express forecasts Contrast appreciations | Analyze topic, purpose, and intended audience Contrast types of sentences to express forecasts (affirmative, negative, interrogative, etc.) Contrast appreciations |
| Learning Outcomes Listen and identify ways to express future actions | Listen to forecasts and discover future verb forms Distinguish future tense uses in forecasts Analyze expression forms with others | Distinguish future tense uses in forecasts Analyze expression forms with others | |
| Learning Outcomes Formulate and respond to questions to understand forecasts | Model different forms to formulate questions and answers | Make and respond to questions to make forecasts based on present situations Model different forms to formulate questions and answers | Show a critical and self-critical constructive attitude to evaluate own and classmates' strengths Model different forms to formulate questions and answers |
| Learning Outcomes Write sentences that express future to create forecasts | Extend repertoires of words to express future Write questions and sentences that describe future actions Analyze letter clusters that are non-frequent or absent in their mother tongue | Extend repertoires of words to express future Link sentences with connectors to write forecasts about real or fictitious situations | Write questions and sentences that describe future actions Analyze letter clusters that are non-frequent or absent in their mother tongue Promote feedback between classmates Check spelling and punctuations in pairs |
| Assessment | Prediction discussion | List with future situations | Constructive dialogue about own and others' forecasts Sentences describing future situations Product: A forecast about life in the future |

Unit 7 Be Your Own Hero..... p. 105

Environment: Recreational and Literary

Communicative Activity: Understanding oneself and others

Social Practice: Read comics to discuss cultural expressions

| | Week 1 | Week 2 | Week 3 |
|--|--|--|--|
| Language Objectives | Recognizing and making comparisons to describe someone or something <i>He is more powerful than Kenji.</i> | Expressing and responding to opinions <i>In my view Wolverine is the bravest hero in the series.</i> | Writing and discussing opinions <i>In my opinion, comics are not only for children.</i> |
| Learning Outcomes Select and review comic strips in English | Identify topic, purpose, and intended audience Identify textual organization Recognize authors Activate previous knowledge | Identify topic, purpose, and intended audience Identify textual organization Recognize authors Activate previous knowledge Define other criteria selection | Identify topic, purpose, and intended audience Identify textual organization Activate previous knowledge |
| Learning Outcomes Interpret content in comics | Use different comprehension strategies Recognize behavior and values expressed in texts and comic panels Identify and share reactions (ideas and beliefs) to a text Compare own ideas and beliefs with those represented in comic panels and texts Exchange opinions about diversity | Analyze the function of comic panels, speech bubbles, sound effects/onomatopoeias, etc. Use different comprehension strategies Recognize behavior and values expressed in texts and comic panels Compare own ideas and beliefs with those represented in comic panels and texts Exchange opinions about diversity | Analyze the function of comic panels, speech bubbles, sound effects/onomatopoeias, etc. Recognize behavior and values expressed in texts and comic panels Compare own ideas and beliefs with those represented in comic panels and texts |
| Learning Outcomes Exchange opinions about cultural expressions in a discussion | Recognize ideas and take a stand Defend own ideas with arguments based on evidence Share opinions | Recognize ideas and take a stand Defend own ideas with arguments based on evidence Question stands based on common sense opinions Give examples Express points of view and acknowledge the interlocutor's answer Make preferences explicit Use examples to clarify confusion Make questions based on what the interlocutor said Share opinions | Recognize ideas and take a stand Defend own ideas with arguments based on evidence Question stands based on common sense opinions Give examples Make preferences explicit Use examples to clarify confusion Make questions based on what the interlocutor said Share opinions |
| Assessment | Comparative chart and discussion | Notes with ideas and beliefs expressed in a comic strip | Opinion essay Product: A comic book discussion |

Unit 8 Learning to Learn p. 119

Environment: Academic and Educational

Communicative Activity: Interpretation and follow-up of instructions

Social Practice: Write notes to elaborate human body schemes

| | Week 1 | Week 2 | Week 3 |
|--|--|--|--|
| Language Objectives | Identifying parts of speech <i>Words belong to different categories that are called parts of speech.</i> | Understanding and following instructions <i>Do not repeat the same words in your writing.</i> | Using parts of speech to give instructions <i>Watch out for phrasal verbs.</i> |
| Learning Outcomes Select and revise bilingual dictionaries | Value the function of textual and graphic components Identify entries and subentries Understand the use of numbers and special characters Make proposals to reach agreements | Value the function of textual and graphic components | Make proposals to reach agreements |
| Learning Outcomes Understand the use of textual components of bilingual dictionaries | Show curiosity and interest in searching and obtaining information Read definitions of words in English and the mother tongue Determine types of words based on abbreviations Understand instructions to use a bilingual dictionary | Show curiosity and interest in searching and obtaining information Determine types of words based on abbreviations Understand instructions to use a bilingual dictionary | Monitor own performance |
| Learning Outcomes Write instructions | Classify types of words in a table Write lists of textual components | Write lists of textual components Write instructions Revise verb forms: imperative Establish a number of instructions of steps | Make a list of abbreviations Write instructions Revise verb forms: imperative Establish a number of instructions of steps Order sentences into sequences Give feedback |
| Learning Outcomes Edit instructions | Favor cooperation and integration in school work | Favor cooperation and integration in school work | Favor cooperation and integration in school work Value the use of punctuation signs and standard spelling Remove and/or add information in order to improve instructions Write final versions Self and peer-correction |
| Assessment | Table with classified words | List and discussion | Instruction sentences Product: A manual for a bilingual dictionary |

Unit 9 The Amazing Human Body p. 133

Environment: Academic and Educational

Communicative Activity: Search and selection of information

Social Practice: Write notes to elaborate human body schemes

| | Week 1 | Week 2 | Week 3 |
|--|--|---|---|
| Language Objectives | Identifying and describing processes <i>Baby bones aren't developed completely.</i> | Expressing the situation of the speaker according to the thing being described <i>Those are blood vessels.</i> | Reading, understanding, and writing scientific processes <i>First, you breathe in oxygen.</i> |
| Learning Outcomes Revise and understand information about the human body systems | Analyze graphic and textual components Relate illustrations and text Define topic, purpose, and intended audience Identify new words Specify comprehension strategies | Analyze graphic and textual components Relate illustrations and text Define topic, purpose, and intended audience Identify new words Specify comprehension strategies | Analyze graphic and textual components Relate illustrations and text Identify new words |
| Learning Outcomes Propose and answer questions about the human body systems | Extend repertoires of words Make and answer questions to describe components Use demonstrative determiners, verbs forms, and adjectives Reflect and act for their own and others' physical benefit Exchange points of view | Extend repertoires of words Make and answer questions to describe components Use demonstrative determiners, verbs forms, and adjectives Exchange points of view | Extend repertoires of words and expressions Make and answer questions to describe components Exchange points of view |
| Learning Outcomes Write notes to describe diagrams | Write and rewrite sentences to describe components Use verbs and nouns in the writing of notes Establish descriptions based on illustrations Order sentences to compose notes and relate them to pictures | Write and rewrite sentences to describe components Use verbs and nouns in the writing of notes Organize terms and descriptions Establish descriptions based on illustrations | Write and/or rewrite sentences to describe components Use verbs and nouns in the writing of notes Organize terms and descriptions Establish descriptions based on illustrations Order sentences to make notes and relate them to pictures Assess productions |
| Learning Outcomes Edit diagrams in teams and with the guidance of the teacher | Promote respect/collaboration | | Promote respect/collaboration Value the use of punctuation signs and standard spelling Spot and clarify doubts Improve information in notes Adjust language Assess English competence and performance progress |
| Assessment | Dialogue based on questions and answers | A system diagram | Description of a system Product: A human body system diagram |

Unit 10 Appreciating Diversity p. 147

Environment: Academic and Educational

Communicative Activity: Exchanges associated with specific purposes

Social Practice: Presenting information about linguistic diversity

| | Week 1 | Week 2 | Week 3 |
|--|--|--|---|
| Language Objectives | Describing and asking about experiences <i>My parents have taught me Nahuatl.</i> | Describing experiences and the time it has taken <i>Mexican Sign Language has been an official language since 2005.</i> | Giving opinions and reasons Clarifying ideas to describe experiences <i>Do you think information like this is valuable?</i> |
| Learning Outcomes Select information | Formulate questions to guide their search of information Evaluate the function of text components Locate information that helps with responding to questions Create proposals to promote agreements | Define criteria to select sources of information Evaluate the function of text components Locate information that helps with responding to questions Use strategies to find information Create proposals to promote agreements | Formulate questions to guide their search of information Define criteria to select sources of information |
| Learning Outcomes Read information | Use previous knowledge Detect frequently used words to anticipate general sense Use reading strategies Model reading strategies | Define purposes for reading Use reading strategies Model reading strategies | |
| Learning Outcomes Rehearse giving a presentation | Classify and compare prosodic resources Define language register | Prepare notes and graphic resources that support their presentation | Prepare notes and graphic resources that support their presentation Revise and practice non-verbal language Open spaces for your students to practice giving presentations |
| Learning Outcomes Give a presentation | Summarize or extend information Consolidate their strengths in the use of English | Consolidate their strengths in the use of English | Make explicit references to the topic and questions Use graphic resources and notes to aid their memory Use expressions to bring up a topic Summarize or extend information Invite the audience to formulate questions or make comments Confirm or clarify ideas Evaluate performance |
| Assessment | Investigation questions | Notes with information that responds to questions Criteria to select information | Graphic support for survey results Product: An oral presentation on learning English |

- 3 Work in groups. Look at the pictures and name some of the community services. Choose one and answer these questions about it.
 - a. Who works at this community service?
 - b. What activities do the people do?
 - c. Where do they work?
 - d. Why is this service important?
- 4 Think about your participation.
 - a. What language did you use to answer the questions?



The social purpose of this unit is

- to exchange views about a community service.

To do this, you will

- listen to and revise dialogues about community services.
- get the main idea from texts related to community services.
- exchange information about community services.

All of these activities will build up to the final product.

| Steps | Activities | Final products |
|-------|---|----------------------------|
| 1 | Make a list of community services and jobs in your area. | List of community services |
| 2 | Make a table about the jobs at a community service. Research jobs related to community services and add them to your list. | Jobs related to community |
| 3 | Write a letter asking for information about a community service | Letter of inquiry |
| 4 | Prepare a short dialogue related to a community service. | Notes for dialogue |
| 5 | Take roles and perform your dialogue. | Peer evaluation review |

Unit 1

CLASS 1

Objectives: Exchanging information about community services

Language: *I clean windows on skyscrapers. Rescue pilots are rescuing fishermen.*

Before You Start...

Introduce yourself to the class and ask them about your profession: *What do I do?* Elicit the names of different jobs and write them on the board. Explain to students that there are some jobs that focus on helping the community. These are called *community services*. Ask the students if they are familiar with some community services.

1 Have students work in groups of four and open the *Activity Book* to page 9. Have them look at the pictures or project the Unit 1 images on the *Class CD*. Encourage volunteers to identify the community services (*crossing guard, animal control officer, doctor.*) Have students answer the questions. Encourage them to discuss their answers.

2 Have students reflect on their answers to the previous activity. *What vocabulary did you use? Can you identify expressions you used to talk about the jobs?* Monitor the activity, but do not correct or give the answer to the students. Let them reflect on their answers and have them figure it out during the unit. Ask students to read the rest of the page to let them know what they are going to do and learn throughout the unit.

Class 1

Read the first part of the text "Dangerous and Dirty Jobs" on pages 6–11 of your Reader.

Write the names of the community service jobs under the pictures.

Read the job descriptions and match them with the pictures.

1. I put out fires in buildings and save lives.
2. I clean windows on skyscrapers.
3. I put out fires in buildings and save lives.
4. I transport soldiers all over the world.

Match the words from the text in your Reader to their definitions.

1. **cautious** having a bad smell
2. **extinct** covered with a thick liquid
3. **extreme** very bad and extreme
4. **involved** involving
5. **precise** cautious, exact
6. **safe** not in danger

Use the words above to complete the sentences about jobs.

1. Garbage workers have a _____ load. They _____ trash into their trucks.
2. Firefighters can get _____ burns.
3. Flying _____ helicopters in bad weather is _____.
4. Police officers arrest criminals. This makes _____ the streets.
5. _____ inspectors climb into pipes that feel wet and _____.
6. Professional window washers have to be _____ so they don't _____.



Form a product group. Think about the community service jobs you read about in the Reader and discuss the questions.

- a. What community services are there in your community?
- b. Are these services important for your community?

Think of jobs related to services in your community and say what the people do. Use the sentences in activity C as a model.

Make a group list of community services in your area.

Keep your group's list of community services for Step 2 of the product.

10

A Tell students to turn to page 10 of the *Activity Book*. Ask them to read the instruction and explain that they will read the text *Dangerous and Dirty Jobs*. Have them open the *Reader* to page 5. Divide the class into groups. Look at the Pre-Reading questions and discuss them. Invite groups to share answers. Have students read silently pages 6–11. Monitor to make sure all students are reading. Have them discuss in their groups what they understand from the text.

Comprehension Check

Ask students to do activity A on page 18 of the *Reader*. Walk around and monitor students' work. Invite volunteers to share answers with the class.

Answers: (from top to bottom) 4, 6, 5, 3, 1, 2

B Tell students to return to the *Activity Book*, page 10. Have them look at and describe the pictures. Have students complete the activity individually and compare answers in pairs. Check answers as a class.
Answers: (from top to bottom) pilot, firefighter, police officer, window washer

A Have students complete the activity and compare answers in pairs. Review answers as a class.

Answers: (from top to bottom) 4, 3, 1, 2

C Ask students to say what the words have in common (*they are all adjectives*). Have students find the words in the *Reader*. Encourage them to use the context around each word to match it to its definition.
Answers: (from top to bottom) 2, 1, 4, 3, 6, 5

▲ Have students complete the activity and check their answers in pairs. Explain that one word has to be used twice. Check as a class. Ask volunteers to name things that are smelly, risky, and slimy.

Answers: 1. smelly, 2. severe, 3. risky, 4. safe, 5. smelly, slimy, 6. careful

Product Step 1

Students will begin work on the *Unit Product* in this class. You can allow them to form their own *Product* groups or group them according to their strengths and weakness, so they can help weaker students. It is important to let students know that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

D Students will work together on subproducts over the course of the unit that will lead to the final product for this unit: *A Community Services Role Play*. Students can use the community service jobs in the *Reader* as a starter. If students are not familiar with community services in their area, you may allow them to research local community service jobs in the library or on the Internet.

▲ You might want to elicit the community services that students came up with in their discussion and write them on the board. Then you could have students name the jobs of the different people that work at one of the services, i.e., health center: doctors, nurses, secretaries, orderlies, etc. You can then have different students say what these people do. You might want to suggest students use the sentences in the second part of exercise C as a model.

E Each product group will make a list of community services in their area. You may

support students by brainstorming with the class and writing on the board examples of community services based on what students read or researched.

CLASS 2

Objectives: Exchanging information about routines and current activities in a job

Language: *On an average day, she sits on a small platform. They are working hard to finish the job.*

Read and Review

Have students open the *Reader* to page 6. Elicit what the topic of the text is: *dangerous and dirty jobs*. Ask questions to help students recall what they read in the first part of the text: *What do you remember about the text? What are the jobs mentioned in the text? What do the people with those jobs do?*

Then have students read the first half of the text again silently. When they finish, ask questions about each page to check comprehension.

Page 6: *What do sewer inspectors do?*

Page 7: *Why is a firefighter's job dangerous?*

Page 8: *What else do police officers do other than catching criminals?*

Page 9: *What do search and rescue pilots do?*

Page 10: *What do professional window washers need to stay safe?*

Page 11: *Why do sandhogs dig underground tunnels?*

Stative Verbs

Verbs that are stative (*want, seem, need, like, love, belong, have, taste, feel, etc.*) describe a state or condition. They are not used in the present continuous tense. However, some verbs like *have, taste, and look* can be used in the present continuous tense when they describe an action. For example, *Jane is having fun with her dog.*

Observe in Context

Copy these sentences onto the board: *Sandhogs work with big machines. New York City's sandhogs are building a water tunnel.* Ask volunteers to identify the verbs. Read the first sentence and point to the word *work*. Have students identify the tense: *Present simple*. Repeat with the second sentence: *Present continuous*. Ask students to look for other examples in the *Reader* and share them with the class.

A Have students open the *Activity Book* to page 11. Read the sentences as a class. Have each student underline the verbs in the sentences. Check they have underlined the auxiliary verbs and main verbs.

▲ Divide the class into pairs and have the students discuss the questions. Encourage students to go to the *Grammar Reference* at the back of the book to understand better the grammar of the class.

Answers: a. 1 and 4, b. 2 and 3

B Have students complete the activity individually and then compare their answers in pairs.

Answers: 1. spend, 2. are learning, 3. wears, 4. works, 5. are developing

C Ask students to look at the profile and ask: *What is her job? What does a window washer do?* Invite volunteers to share their answers and encourage them to explain why they chose each tense.

Answers: 1. sits, 2. moves, 3. wear, 4. are cleaning, 5. are working

▲ Have students answer the questions individually. Check with the class.

Answers: 1. They wash windows on skyscrapers. 2. (They wear) safety gear. 3. (They are) cleaning the largest building in town.

D Focus students' attention on the sample profile and questions. Read aloud the example sentences and ask questions: *What do taxi drivers do? What does she do?* Encourage volunteers to add questions about the taxi driver. Tell students to choose a job they are familiar with so that they can write a profile for it. Ask them to use a separate sheet of paper to write the questions that will be answered in their job profiles. Then have them write their profiles.

▲ Divide the class into pairs to complete the activity. Invite students to ask and answer questions about their profiles. Then have students read through the information in the *Self-Check* box. Have each student evaluate his or her profile and put a check mark if he or she completed the actions. Invite students to share their evaluation with their partners, reflect on their performance, and think about ways to improve.

Students will keep individual work in their *Evidence Folder* to track their progress

Read these sentences and underline the verbs.



1. _____ work with big machines.
2. This year, New York City's schools are building a water tunnel.
3. Skyscrapers are getting taller all the time.
4. It's dark in the tunnels.

Work in pairs. Answer the questions.

1. Which sentences describe routines or facts?
2. Which sentences describe actions that are in progress around now?

Underline the correct words to complete the sentences about jobs.

1. Police officers often spend / are spending their days catching bad drivers.
2. This week, the pilots learn / are learning how to use new flight equipment.
3. A professional window washer always wears / is wearing safety gear.
4. A sandwich works / is working day and night, sometimes 600 feet.
5. They _____ / are developing new equipment at the moment make the job easier.

Complete the magazine profile about a window washer with the correct form of the verbs in parentheses.



Name: Margie Sharkey
Job: Window washer
Details: She works on the tallest building in the city.

Margie Sharkey is a window washer. She sits on a steel beam and works on the windows of a tall building in New York City. She wears safety gear. She always wears safety gear. She works on the tallest building in the city. They are working on it. They are working on it. They are working on it.

Write a job profile for a someone you know who provides a community service.

My aunt is a taxi driver. Taxi drivers take passengers to different locations. Today,

Work in pairs. Ask and answer questions about your profiles. Use the *Self-Check* to evaluate your fluency.

What does your aunt do? She is

Self-Check Yes No

Exchange information about jobs.

- I took turns to speak.
- I asked and answered questions.
- I included relevant details.

over the course of the unit. Encourage students to include the job profile in their *Evidence Folder*.

Ongoing Assessment: List of Questions and Answers to Ask for and Give Information

Use this activity to assess students' progress with the rubric below or a similar one:

Mark ✓ or ✗ according to your students' performance.

- ___ can question and discuss experiences
- ___ speaks fluently in a dialogue

CLASS 3

Objectives: Giving information about routines and current activities in a job

Language: *This week, I am teaching backstroke to a group of fifteen kids.*

Game: What Is My Job?

Invite a student to the front and tell him or her to choose a job from the *Reader*. Have the student mime the job for the class to guess. Continue with different students and jobs.

A Have students open the *Activity Book* to page 12. Ask students to describe what the person is doing in each picture. Divide the class into pairs to discuss the questions.

Answers: 1. *Answers may vary:* janitor, swimming instructor, professional swimmer.
2. *Answers may vary:* He cleans the lockers. He teaches swimming lessons. He trains.

B Tell students that they are going to listen to Joe talking about a typical day at work. Play **Track 2** and have students complete the activity, then have them compare answers in pairs. Ask questions to check comprehension: *What job does Joe do as a volunteer? What attitude does Joe show in his answers? What words do the speakers emphasize?*

Answers: (from left to right, top to bottom)
2, 1, 3, 4

Track 2 (See page 202.)

C Have students read the sentences. Play **Track 2** again and have students complete the activity. Invite students to share their answers with the class.

Answers: 1. lifeguard, 2. backstroke, 3. fifteen, 4. is planning the schedule for the day, 5. training for a competition

D Divide the class into groups and have students discuss the questions. Monitor the activity and help with vocabulary and ideas as necessary. Check answers with the class.

Answers: *Answers may vary.*

E Explain that stressing different words in a sentence can change the meaning. Play **Track 3** and stop after the first sentence. Say: *When do you swim at the end of the day? I usually swim at the end of the day.* Play the rest of the track. Tell students to pay attention to the stressed words and repeat after each sentence.

Track 3 (See page 202.)

Class 3

Work in pairs. Look at the pictures of Joe's daily activities and answer the questions.

1. What do you think Joe's job is?
2. What does he do every day?



Listen to Joe talking about his daily activities. Number the pictures in the order he does the activities.

Listen again and underline the correct information about Joe.

1. Joe is a lifeguard / pool cleaner.
2. Joe is teaching backstroke / breaststroke.
3. There are fifteen / twenty kids in his class.
4. In the meeting, Joe is planning the schedule for the day / is talking about safety.
5. Joe is training for a competition / studying to be a teacher.

Answer the questions about Joe.

1. Do you think Joe and Wendy are friends? Why or why not?
2. Do you think Joe's job is difficult or dangerous? Why or why not?
3. Would you like to do Joe's job? Why or why not?

Listen to the sentences and underline the stressed words or words.

1. I usually swim at the end of the day.
2. I usually swim at the end of the day.
3. I usually swim at the end of the day.

Match each sentence in exercise E to its meaning.

- 1. I usually swim at the end of the day.
- 2. I usually swim at the end of the day, not in the morning.

Read the sentences aloud and stress the words in bold. Decide how the stress changes the meaning.

1. I **always** clean my room on Saturdays.
2. I always **clean my room** on Saturdays.
3. I always clean my room on **Saturdays**.

Work in pairs. Substitute the words in bold with information about your daily activities. Share your activities with your partner.

12

▲ Read aloud the meanings and have students complete the activity. Read the sentences with stresses on different parts, and elicit the corresponding meanings. Play the track again and check answers as a class.

Answers: 2, 1, 3

F Have volunteers read aloud the sentences and have the other students follow along. Divide the class into groups. Have students discuss the meaning of each sentence.

▲ Invent a new version of the sentence as a model: *I never eat pizza at night.* Then have students invent their own new version and practice saying the sentence with different stress. Invite students to share some of their new versions with the class.

What Do You Do at Work?

Assign each student a job from the *Reader*. Tell them to make a list of things they do at work using the present simple and the present continuous tenses. Divide the class into groups that have students with different jobs. Have students take turns sharing their routines. Then have each group choose the most interesting work day to share with the class.

CLASS 4

Objectives: Describing jobs and related routines

Language: *Exterminators usually spray bugs with chemicals.*

Think and Tell

Write the title *Dangerous and Dirty Jobs* on the board. Elicit the job titles mentioned in the first half of the *Reader* and write them too: *firefighters, police officers, pilots, window washers, sandhogs*. Divide the class into pairs. Tell them to discuss what they remember about each job. Have volunteers share their answers with the class.

A Have students open the *Activity Book* to page 13. Tell students that they are going to read the second part of the text *Dangerous and Dirty Jobs*. Have students open the *Reader* to page 12. Give them time to read the text. Once students have finished reading, ask questions about each page to check comprehension.

Page 12: *What do exterminators spray bugs with?*

Page 13: *Where do coal miners spend their days?*

Page 14: *What do bomb squad technicians do when they find a bomb?*

Page 15: *What goes into an underground sewage system?*

Page 16: *Where do garbage collectors take the trash they collect?*

Page 17: *What do the workers deal with each day?*

Comprehension Check

Have students do activity B on page 18 of the *Reader*. Walk around and monitor students' work. Check students' answers.
Answers: 1. put out, 2. go through, 3. get stuck, 4. get rid of

B Have students return to the *Activity Book*, page 13. Focus students' attention on the chart. Have students refer to the *Reader* if needed and complete the chart. Ask questions: *What does a garbage collector do? Who creates tunnels and gets*

Read the last part of the text *Dangerous and Dirty Jobs* on pages 12–17 of your *Reader*.

Complete the chart with information about the jobs the text mentions.

| Job | Duties | Equipment |
|-----------|-----------------------------|-----------|
| inspector | | |
| | create tunnels and get coal | truck |



Complete the sentences with the names of jobs.

- Valene fights fires. She is a _____.
- Daniel washes windows. He is a _____.
- Bob and Joe exterminate _____. They are _____.
- Jim mines coal. He is a _____.
- Sue inspects sewage systems. She is a _____.

Complete the sentences about jobs with the correct form of the words in the box.

sail swim act direct



- He is a famous _____.
He is the star of many movies.
- The _____ of a movie tells everybody what to do.
- This famous _____ has won many Olympic gold medals.
- A _____ spends a lot of his or her time at sea.

In your product groups, get out your list of community services and jobs. In your groups, discuss the questions and give reasons for your answers.

- Why are these jobs important?
- Would you like to do any of the jobs?

Individually, make a table like the one in activity B with the jobs, duties, and equipment of the people who work at one of the community services on your group's list.

Keep your group's list of community services and table about jobs for Step 3 of the product.

coal? Who uses chemicals and traps to do their job? Have students answer in full sentences using the information in their charts.

Answers: (sewer inspector) inspect sewage system, protective clothes; exterminator, spray bugs with chemicals, (traps); coal miner, (create tunnels and get coal), heavy machinery; garbage collectors, pick up trash/clean streets, (truck); (bomb-squad technician), take bombs apart, robots

C Tell students that many job titles come from verbs that describe actions. Write on the board: *-er, -or*. Explain that many job titles have suffixes like *-er* or *-or*. Write the following actions on the board and elicit the names of the jobs: *teach(er), instruct(or), drive(r), conduct(or)*. Read the first sentence in activity B and elicit the answer. Have students complete the activity. Check the answers by inviting students to read sentences. Ask students to name more job titles that have *-er* or *-or* suffixes and write them on the board.

Answers: 1. firefighter, 2. window washer, 3. exterminators, 4. coal miner, 5. sewer inspector

D Ask students to look at the first picture and identify the person's job: *What is this person's job? What does he do?* Have students complete the sentences individually. Then check as a class. Write the words on the board. Tell students to observe the words and tell you which word is different from the others: *swimmer*.

Circle the double *m* and tell students that we double the consonant on words with one syllable that end with consonant-vowel-consonant. Write some other words on the board and elicit the jobs and spelling: *babysit, trap*, etc.

Answers: 1. actor, 2. director, 3. swimmer, 4. sailor

Product Step 2

Students will continue work on the *Unit Product* in this class, so they should work with the same product group. It is important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

E In their *Product* groups, students take out their list of community services and jobs from *Product Step 1*. You may allow them to do further research to expand the list of services that each community service provides.

F To support students in their discussion, you may discuss an answer to one of the questions as a class and encourage volunteers to offer reasons for the answer. You can write students' ideas on the board as a guide for the group discussion.

G Students may choose a community service from their group's list to fill in their individual tables. If students have difficulty identifying the duties or equipment associated with a job, you can support them by offering ideas as needed. Students should compile their lists of community services and table of jobs and save them for Step 3.

Game: Three Questions

Invite a volunteer to the front. Have him or her pretend to have a job from the *Reader*. Tell the class they can only ask three yes/no questions and then they have to guess the job: *Do you work underground? Do you wear a uniform? Do you save people's lives?* The first student to guess the job correctly takes the next turn. Repeat several times.

CLASS 5


Objectives: Making polite requests and asking for permission.
Language: *Can I ask you some questions, please?*
May I have your name, please?

Vocabulary Activation

Write the word *volunteer* in large letters on the board vertically. Have students read the word. Draw horizontal lines between each letter. Ask students to do the same in their notebooks. Tell students to think of words related to jobs starting with each letter of the word *volunteer* and write them next to each letter. Elicit and write some examples on the board: *valet, opera singer, librarian, undertaker*, etc. Divide the class into teams, and give students five minutes to write as many words as they can. The team that gets the most words wins.

A Have students open the *Activity Book* to page 14. Have students answer the questions in pairs. Monitor and help with vocabulary.

Answers: 1. An application, 2. *Possible Answers:* a minimum age, permission of parents, experience. 3. *Answers may vary.*

B Ask students to read the information in the application form. Tell them they will hear a conversation and that they have to complete the form with the information they hear. Play  *Track 4*. Ask questions to check answers: *Where does Martha want to volunteer? How old is Martha? Does she have any experience? When is she available?*

Answers: Age: 18; Experience: No; Availability: Saturday.

Track 4 (See page 202.)

Modals for Requests and Permission

1. We use *Can you...?* to make polite requests. *Could you...?* is more polite than *Can you...?*

We express positive answers with

Yes./Sure./OK./Certainly./Of course./I'd be happy (glad) to.


We can give negative answers with

No./Sorry, I can't.

2. We use both *May I...?* and *Can I...?* to ask for permission.

May I...? is more formal and more polite than *Can I...?* *May* and *Can* have the same meaning, but we do not use *may* in questions when the subject is *you*.

Correct: *Can you open the door, please?* Incorrect: *May you open the door, please?*

C Play  *Track 4* again and have students number the answers. Ask follow-up questions: *Where is Martha? Is she talking face to face or on the phone? Is this conversation formal or informal? Is it polite? What can you tell about the speakers' attitudes?* Invite pairs to role-play the questions and answers.

Answers: (from top to bottom) 5, 4, 2, 3, 1

▲ Check that students understand the difference between *making a request* and *asking for permission*. Divide the class into pairs to classify the questions. Tell them some questions can do both. Check as a class.

Answers: 1. permission/request, 2. request, 3. request, 4. request, 5. permission

D Have students mark the questions. Read each sentence once with *can* and once with *may*. Ask volunteers to tell you whether the sentence is correct or not. Have them look at the questions in activity C and find the question in which *may* is also correct (1).

Answers: 2, 3

E Have students look at the telephone conversation and tell them to complete the dialogue. Invite students to act out the dialogue in pairs to check their answers. Tell students that both *can* and *may* work in some blanks. When they finish, have students identify the opening, body, and conclusion of the dialogue and the key phrases that help identify them.

Answers: 1) Can/May, 2) Can, 3) Can/May, 4) Can/May, 5) Can/May

▲ As a class, read through the *Speaking Rubric* on page 8. Answer questions that students have about the rubric. Then, in pairs, students use the rubric to evaluate their performances.

▲ Invite students to share their observations with the class and together, brainstorm how to improve their speaking based on the rubric.

Class 5

Work in groups. Discuss the questions.

1. What type of text can you see?
2. What requirements do you think the fire department has?
3. What questions do you think Martha has?

Fire Department

Name: Martha Cohen
Age: _____
Tel: 202-555-0169
Experience: _____
Availability: _____

Listen to a phone conversation between Martha and the fire department and complete the missing information in the form

Listen again and match the questions and answers.

1. Can I ask you some questions, please?
2. Can you tell me about the job?
3. May I have your name, please?
4. Can you tell me when you're available?
5. May I come this Saturday?

Yes, of course
I'm free on Saturdays
Certainly
Yes, you may
Sure. How can I help you?

Work in pairs. Identify which questions make a request and which ask for permission.

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Work in pairs. Mark (✓) the questions where you can substitute *may* for *can*

1. Can you open the door for me, please? _____
2. Can I speak to Mr. Smith, please?
3. Can I see your driver's license, please?
4. Can you tell me about your experience, please?

Complete this telephone conversation with the missing words.

Ken: Hello, County BioPark. Kenia speaking.

John: Hello. I'm _____ . I ask you some questions about the volunteer job?

Ken: A: Yes, of course.

John: 2) _____ you tell me what days you need volunteers?

Ken: B: Sure. On the weekends.

John: 3) _____ start next month?

Ken: C: Of course. 4) _____ have your name, please?

John: Yes, my name is Jenny Fisher. What other requirements do you have?

Ken: D: Can you send a letter expressing interest in the job?

John: Yes, I can.

Ken: E: _____ I help with anything else?

John: No, thank you. See you Saturday!

Work in pairs. Practice the dialogue. Evaluate your performances using the Speaking Rubric on page 8 and write your scores below.

My partner's score: _____ My score: _____

With your partner, reflect on your performance and think about ways to improve.

Ongoing Assessment: A Conversation

Use this activity to assess students' progress with the rubric below or a similar one:

Mark ✓ or X according to your students' performance:

- ___ speaks fluently in a conversation
- ___ uses the grammar correctly
- ___ interacts with his/her classmates in a conversation

Review the Text

Divide the class into reading groups. Have groups open the *Reader* to page 6. Ask students to read the entire text aloud in their groups. Tell them to make sure each group member has an opportunity to read.

CLASS 6 Personalize It!

Objectives: Exchanging information about community problems

Language: *Sewer inspectors go into the sewage pipes and remove items that block the system.*

Jobs Volleyball

Divide the class into teams. Give one team a beanbag or small ball. Say a job title: *window washer*. Have the students in the team with the ball say a sentence about that job: *Window washers always wear safety gear*. Then have them say another job title and pass the ball to another team.

A Have students open the *Activity Book* to page 15. Read the questions. Divide the class into pairs to discuss the questions. Write three headings across the top of the board: *Problems, Effects, Job*. Elicit ideas to write under the headings.

B Have a volunteer read the title. Ask students to predict what the text will be about. Tell students to read the text and circle the words they don't understand. Elicit the words they did not understand and get the class to deduce the meaning together. Then have students come up and put a check next to any of the problems, causes, or effects from the text.

Answers: 1. There is a flood. 2. Mexico City's population is growing and people are using the water supply too quickly. The city is sinking into the ground as the water levels get lower.

3. *Possible answers:* city official, firefighters, rescuers

C Tell students to read the article again and underline the cause, the problem, and the effects. Ask them to think of a possible solution for this problem. Divide the class into pairs. Have them compare answers and complete the flow chart.

Personalize It!


Class 6

Look at the picture in the article, and answer the questions.


1. What is the problem in the picture?
2. How might this affect people there?
3. Who helps people in this type of situation?

Read the magazine article and check your answers to exercise A.

Read the article again and complete the information in the flowchart.



Mexico City's Sewers



When it rains, it rains hard in Mexico City. Massive flooding is a common sight in the city. The water is so deep that it is impossible to walk through. The water is so dirty that it is not safe to drink. The water is so hot that it is not safe to touch. The water is so loud that it is not safe to sleep. The water is so smelly that it is not safe to breathe. The water is so dangerous that it is not safe to go near. The water is so scary that it is not safe to be alone. The water is so frustrating that it is not safe to be angry. The water is so annoying that it is not safe to be bored. The water is so irritating that it is not safe to be annoyed. The water is so bothersome that it is not safe to be disturbed. The water is so troublesome that it is not safe to be inconvenienced. The water is so annoying that it is not safe to be irritated. The water is so irritating that it is not safe to be annoyed. The water is so bothersome that it is not safe to be disturbed. The water is so troublesome that it is not safe to be inconvenienced.

Work in groups. Make a similar flowchart for one of these community problems.

1. No electricity
2. No water
3. No public transportation

Present your ideas to the class. Decide which public services solve these problems in your region.

Research online where to report community problems in your area

Answers: Cause: The population is growing and the city is sinking.

Problem: The sewage pipes have started to point upward and the water can't flow upward. **Effects:** Because the sewage system gets blocked, there are floods. **Solution: Answers may vary.**

D Read the problems as a class. Have them work in groups and choose one problem to make a flow chart. Have them think what would happen to their communities if they had one of these problems. Monitor the activity, helping with vocabulary and ideas where necessary.

▲ Have groups share their ideas with the rest of the class. Brainstorm public services (*police, fire department, etc.*) that may help solve these problems. Finally, encourage them to check the video online.

CLASS 7

Objectives: Giving personal information. Giving opinions.

Language: *I am very interested in volunteering at Brooklyn Hospital.*

Game: Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Write a job from the *Reader*, pages 6–17, at the top of each square. Divide the class into two teams, Xs and Os. Flip a coin to see which team goes first. Have one member of this team choose a square and say a sentence about the job in the square. If the sentence is correct, they mark their square. Repeat the procedure, taking turns between Xs and Os. The first team to mark three Xs or Os in a row wins the game.

A Write *Candy Striper* on the board and ask students to guess what a candy striper does. Write their answers on the board. Have students open the *Activity Book* to page 16. Tell them to read the advertisement to check. Ask students who would like to be a candy striper and why.

Answer: 2

Ongoing Assessment: Table with Information about a Community Service

Use this activity to assess students' progress with the rubric below or a similar one:

Mark ✓ or ✗ according to your students' performance:

- ___ uses key words to understand texts
- ___ can organize ideas and materials in a table

B Have students read the letter and discuss the answers to questions in small groups. Encourage them to give reasons for their answers.

▲ Ask students to read the checklist and, in their groups, decide if the letter includes each of the items in the list or not.

Class 7

Read the advertisement and underline the correct definition for *candy striper*.


1. _____ person
2. hospital volunteer
3. flower seller

Candy Stripers Needed!

Brooklyn Hospital
Duties:

- Deliver flowers
- Give directions to visitors
- Read to patients

Volunteers must be friendly and helpful. If you're interested, contact John Martinez



Read the letter and discuss the questions. Give reasons for your answers.

1. Is it formal or informal? How can you tell?
2. Who is it to?
3. What is the purpose of the letter?
4. Do people write letters like this in your country?

Read the *Writing Checklist* and decide if the letter includes each item

Writing Checklist

A Letter of Inquiry

- ✓ Give a return address and date
- ✓ Use an appropriate greeting
- ✓ Use an appropriate ending

Research online for tips on how to write a letter of inquiry

- In your product group, take out your list of community services and table of jobs. Choose a community service to do volunteer work. Explain your choice to your group

125 Smith Ave
Brooklyn, NY 11203
October 5, 2018

Dear Mr. Martinez,

I am very interested in volunteering at Brooklyn Hospital, but I'm not sure how to get started. Last year, I broke my leg and stayed in the hospital for three days. The volunteers there were so nice to me. They really made me feel better. I want to help people in the same way.

I am very friendly and helpful. I love talking to people. I am also very organized, and I love to read. I can work after school or on Saturday afternoons.

Please let me know what to do next. Thank you for your time.

Sincerely,
Katie Green

Write a letter of inquiry. Use the paragraph plan and the letter above as a model.

- Paragraph 1: Say why you are writing. *I am very interested in _____ because _____*
- Paragraph 2: Say why you are a good match for the position. *_____*
- Paragraph 3: Say thank you. *Please let me know _____ Thank you for _____*

Work in pairs. Exchange letters. Use the *Writing Rubric* on page 7 to evaluate each other's work.

My partner's name: _____ My name: _____

Write a final draft of your letter

Keep your letters for Step 4 of the product

Encourage them to research online for more tips on how to write a letter of inquiry.

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It is important that students bring the materials from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

C Students will work in their *Product* groups and use their subproducts from *Steps 1 and 2*. If students are unfamiliar with volunteer work, you may allow them to research examples of volunteer work for the community services on their lists and in their tables.

D To help students understand what a letter of inquiry is, you may have them review the paragraph plan and the model letter individually or in pairs. Then you might have students discuss a definition of a letter of inquiry in groups or as a class. Once the class comes to a consensus, you may write the definition on the board as a guide for students. As students write their letters, you can walk around the class to monitor and offer help as needed.

▲ You may have students read through the *Writing Rubric* on page 8 in pairs and discuss any questions they have about the rubric. Then you can discuss students' questions as a class. As students read their partner's work and score it, they may include suggestions for how their partner could improve their letter.

▲ Students read over their letters and their partner's comments individually before they write their final draft. They may decide to incorporate some or all of their partner's recommendations in the final draft. Students may save their letters for future product steps.

CLASS 8

Objective: Writing a letter of inquiry

Language: *I am very interested in... because..., I like to..., I am very pleased...*

Game: Spell It and Say It!

Choose a job from the *Reader*, pages 6–17, and write on the board two or three letters in the word. Have students say if they know the word. Invite a student to complete the word on the board. Continue with different words.

A Have students open the *Activity Book* to page 17. Tell them to read the advertisements and make notes in the table. Asks students which volunteer job sounds most interesting and why.

Answer: Pet Shelter: Bathe and walk dogs, clean pet cages; good with animals; at least 13 years old. Nursing Home: Read books, play boardgames; friendly and reliable; at least 12 years old. Zoo: greet visitors, answer questions, and give information; friendly and animal lover; 13 to 18 years old.

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It is important that students bring the materials

Read the volunteer job advertisements and make notes in the table.

| Job Information | Pet Shelter | Nursing Home | Zoo |
|---------------------------------|-------------|--------------|-----|
| Responsibilities | | | |
| Personal characteristics | | | |
| Age requirements | | | |

With a partner from your product group, take out your letters and tables of jobs from Step 3.

Imagine you now have an interview at the place you want to volunteer. Write a list of questions you need to get more information about the job. Use the information in the *Job information* column above and your table of jobs to help you.

Use the list of questions to prepare notes for a role-play between the community service staff and yourself.

Take roles and practice your role-play using your notes. Then exchange roles

Use the *Self-Check* to evaluate your role-plays. Make any necessary corrections.

Self-Check

Exchange information

- I used appropriate language (formal or informal)
- I showed an appropriate attitude
- I included relevant details

Rehearse your role-plays to prepare for your final presentation

Keep your notes for the final presentation

from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

B Students choose a partner from their product group. They then take out their subproducts from the previous Product Steps.

▲ Groups should imagine that they are going to volunteer for the job and make a list of questions to get more information about the job. You can brainstorm examples of questions with the class or you can walk around, monitor, and offer help as needed.

▲ As students prepare notes for the role-play dialogue, they may ask their partners for ideas about how to make their role-plays and notes realistic.

C Students may practice the role plays a number of times. Students can make adjustments to their role plays if they think of improvements as they are practicing. You might want to monitor and help students as needed.

D Students read through the *Self-Check* box in their pairs and discuss any questions they have. Then they may evaluate their role play and put a check mark if they completed the actions, or a cross if they did not. Students may share their evaluation with their partner and get feedback. Together, they can reflect on their performance and think about ways to improve.

E Students implement their ideas about how to improve their performance as they rehearse. Students can rehearse their presentation many times within a time limit that you set. As students rehearse for the final presentation of their product, they might ask another pair to offer them feedback on their practice performances. Students keep role-play dialogue notes for the final product presentation.

Ongoing Assessment: Letter of Inquiry

Use this activity to assess students' progress with the rubric below or a similar one:

Mark ✓ or ✗ according to your students' performance:

- ___ can organize and write a formal letter
- ___ is able to connect ideas in the text
- ___ uses appropriate phrases

CLASS 9

Objectives: Making polite requests and asking for information.
Evaluating progress.

Language: *Who inspects sewers?*

Product Step 5

The students will finalize work on the *Unit Product* in this class. It's important that students be prepared to present their

Class 9
Product

A Community Service Role Play

With your product partner, use your notes to perform your role play for your class.

Use this evaluation form to assess your performance of the role play and that of another pair.

Self/Peer Evaluation Form

Write your names in the table. Evaluate your role-play with Yes, Some/Sometimes, or No.

| | |
|---|--|
| <p>✓ We/They asked for information about a community service.</p> <p>✓ We/They gave information about a community service.</p> <p>✓ We/They included relevant details.</p> <p>The language was appropriate for the situation. <i>(circle in red)</i></p> <p>The language had few errors.</p> <p>✓ We/They confidently and appropriately participated in the role play.</p> <p>✓ We/They fluently took turns to speak.</p> <p>✓ We/They used strategies to maintain fluency.</p> | <p>Work with your partner. Write a short review of the other pair's performance.</p> <p>Compare your assessment of your role play with your peer's review of your role play.</p> <ol style="list-style-type: none"> 1. What differences are there? 2. What did you do well? 3. What do you need to improve? |
|---|--|

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products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

A Pairs act out their role play for the rest of the class. If possible, students may record their role play to watch themselves on video in class.

B Students can work in the same pairs to evaluate their performance and that of another pair. If necessary, you might assign each pair another pair to assess so that all groups are evaluated. The pairs may discuss what they liked about the role plays and what could be improved before they fill out the *Self/Peer Evaluation Form*.

C As pairs write the reviews, remind them to give constructive feedback. Then students will give their reviews to the pair they wrote about.

| Category | Inadequate (1–3 points) | Reasonable (4–7 points) | Excellent (8–10 points) |
|------------------------|--|--|--|
| Grammar and Vocabulary | Needs extra support in the use of correct grammar and vocabulary | Hesitation in the use of correct grammar and vocabulary | Accurate use of grammar and vocabulary depending on the situation |
| Discourse Management | Needs extra help to be able to develop sentences | Hesitates when developing sentences relevant to the task | Logical development of sentences and responses that are relevant to the task |
| Pronunciation | Speech is difficult to understand most of the time | Speech is sometimes difficult to understand | Speech is easily understood |
| Interaction | Needs extra support to carry out a conversation | Hesitates in a conversation | Fluently follows a conversation |

D Students read the review written by their peers. Then they compare it with their own evaluation of their performance. Students may share results in small groups or with the whole class. Students include the review and any personal subproducts for the unit in their *Evidence Folder*.

Suggested Evaluation Instrument: Rubric
Use the *Rubric* on this page, or a similar one, to evaluate students' dialogues. For further information, go to *Marking Criteria* on page 198.

CLASS 10

Objectives: Describing jobs, routines, and current activities.
Making polite requests and asking for permission.
Language: *This summer police are visiting houses in the neighborhood to talk about community safety.*

Game: True or False

Divide the class into small groups. Have students write true and false sentences about the content of the unit: Helping people who are sick or hurt is another part of police officers' jobs. (True.) Have the other students say whether the sentences are true or false. Encourage them to correct any false sentences. Allow them to use the *Activity Book* to check. Students get one point for identifying a true sentence and 2 points for correcting a false sentence. The student with the most points wins.

Review
Glass 10

Underline the correct option to complete the sentences about community servers' jobs.

- Sewer pipes are slimy / severe because wet substances pass through them
- That garbage is getting careful / smelly
- Dark mines can make mining severe / risky
- Severe / Careful burns are one risk of being a firefighter
- Police make sure drivers follow the rules to keep us cautious / safe
- Window washers have to be careful / severe when they work on tall buildings

Complete the sentences about the routines of some community servers. Use the correct form of the words in parentheses.

- This summer, the police _____ (visit) houses in the neighborhood
- Countries often _____ (create) electricity with coal
- Sometimes a bomb (explode) _____ before the technician can reach it
- She (take) _____ a break at work in the afternoons.
- This year, ten volunteers _____ (train) to join the fire department

Match the questions to the responses to complete the requests.

| | |
|--|--|
| 1. Animal Shelter: Can I help you? _____ | a. Yes, you may. I'll get her. |
| 2. May I speak to the person in charge, please? | b. Certainly. How can I help you? |
| 3. May I ask you some questions, please? | c. Yes, please. Can you give me information about the volunteer job? |
| 4. Can you tell me about your experience with animals, please? _____ | d. Yes, you may. We'll wait for you here. |
| 5. May I come tomorrow? _____ | e. Sure. I love pets and I have three dogs. |

Check your answers to activities A, B, and C and complete the *Review Questionnaire*.

Answers: A: 1. I may / 2. I may / 3. I may / 4. I may / 5. I may / 6. I may / 7. I may / 8. I may / 9. I may / 10. I may / 11. I may / 12. I may / 13. I may / 14. I may / 15. I may / 16. I may / 17. I may / 18. I may / 19. I may / 20. I may

Review Questionnaire

Reflect on your performance and answer the questions.

- Which activities were easy for you? _____
- Which did you find difficult? _____
- What can you do to improve your performance? _____

A Have students open the *Activity Book* to page 19. Invite volunteers to read aloud each sentence and check pronunciation. You can provide remedial work if necessary. Ask the class to underline the options individually. Then students can check answers in pairs or as a class.

Answers: 1. slimy, 2. smelly, 3. risky, 4. severe, 5. safe, 6. careful

B You may have students read the sentences with the gaps as a class. Then individually, have students complete the sentences. Students can check answers in small groups or as a class.

Answers: 1. are visiting, 2. create, 3. explodes, 4. takes, 5. are training

C Invite volunteers to read aloud the questions. Ask the class to cover the responses and say possible responses to the questions. Tell students to match them with the questions. You can then invite volunteer pairs to role-play a question and the appropriate response.

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

D Once they finish, ask students to check their answers with the answer key. Encourage them to reflect on their performance while answering the Review. Ask: *Was it difficult for you to answer the Review? Could you easily use and recognize what you learned in the unit?* Have them answer the *Review Questionnaire* at the bottom of the page. Then you might have students discuss their performance in pairs, small groups, or as a class.

Self-Evaluation

Have students turn to page 20. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their collaboration with their product team, their progress, and what they learned. Have students work with their product partners and look at the *Evaluate Your Collaboration* section. Tell them to analyze and reflect on their product and complete the checklist.

Self-Evaluation

Evaluate Your Collaboration

With your product partner, decide which answers reflect the way you worked together in Steps 4 and 5. Then complete the last two sentences.

| Product Collaboration Checklist | | |
|--|-------|----|
| Names: | and | |
| Product: | Date: | |
| 1. We finished our product on time and we did good work. | Yes | No |
| 2. We encouraged each other and cooperated. | Yes | No |
| 3. We each shared our ideas, and listened and valued each other's ideas. | Yes | No |
| 4. We did best at _____. | | |
| 5. Next time, we can improve at _____. | | |

Evaluate Your Progress

Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

- Did you turn everything in? _____
- Where did you see an improvement? _____
- What do you need to work on? _____

Evaluate Your Achievements

Look at the *Product Evaluation Form*, the *Review Questionnaire*, and the two sections above. Then read the *Learning Outcomes* below and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

| | | |
|---|--|--|
| I can listen to and reuse ideas, and direct community services. | | |
| I can get the main idea from texts about community services. | | |
| I can exchange information about community services. | | |

Reflect on each learning outcome and write a comment or suggestion in the *Reflection* column.

20

Individually have students take out their *Evidence Folder* and look at their activities. Ask them guide questions: *Can you see a progression? How was your performance in the first activity compared to the last one?* Invite them to answer the questions from the *Evaluate Your Progress* section honestly. Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the outcomes and use the scale to grade their learning. Motivate students to reflect on possible improvements.

Assessment

Photocopy *Assessment 1* on pages 176–177. Have students complete the assessment individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 196.

- 1. Work in groups. Look at the movie pictures and name their genres. Choose one and answer these questions about it.
 - a. What do you know about this genre?
 - b. What makes it different?
 - c. What is your favorite movie from this genre?
 - d. How do you describe this movie?
- 2. Think about your participation:
 - a. How easy was it to answer the questions above?



- 3. You are going to work on a project in this unit. You are going to compose dialogues and interventions for a silent short film.

- 4. You are going to work on a project in this unit. You are going to revise silent short films. You are going to understand the general meaning and main ideas. You are going to write lines and dialogues.

5. You are going to work on a project in this unit. You are going to...



| Steps | Activities | Subproducts |
|-------|--|--------------------------------|
| 1 | Brainstorm and come up with an idea for a movie. | Movie notes |
| 2 | Create and describe the main character of the movie. | Character description |
| 3 | Plan the plot of the movie. | Plot summary |
| 4 | Divide the plot of your movie into scenes. | Scene descriptions |
| 5 | Write dialogues for your script. | Script a scene |
| 6 | Edit the script to make into a silent movie. | Script for silent movie |
| 7 | Present your script to the class. | Product Collaboration Analysis |



Unit 2

CLASS 1

Objectives: Understanding the general meaning and identifying elements in a story

Language: *They decided to write a script about a jewel thief.*

Before You Start...

1 Have students work in groups. Ask them to look at the pictures on page 21 of the *Activity Book* or project the Unit 2 images from the *Class CD*. Have volunteers name the genres of the movies. Encourage the rest of the class to comment. Explain that the word *movies* comes from the phrase *moving picture* as this is how people originally described them. Ask: *What do you know about these genres? What makes them different? What is your favorite movie genre?* Have them use the words *funny, romantic, long, new, American* to describe their favorite movies.

2 Have students think about their participation. Have them work in pairs and discuss if it was difficult for them to describe the movie.

A Have students open the *Reader* to page 19. Have them identify the title of the story: *Problems on Set*. Ask students to make predictions about the story: *What do you think the story is about? Who are the main characters? Where are they?* Divide the class into reading groups. Have them discuss the prediction questions on page 19. Invite students to share their ideas with the class. Then have students read pages 20–25 in silence.

Glass 1

Read the first part of the text "Problems on Set" on pages 19–25 of your *Reader*.

Complete the story table with information from the story.



Main Characters:

Additional Characters:

Plot:

Number the events in the order that they happened in the text from the *Reader*

- 1. Everyone wants to be in Rachel and Kate's movie, so they have auditions at school.
- 2. Rachel and Kate have a disagreement.
- 3. Rachel and Kate see a movie one Saturday afternoon.
- 4. Rachel and Kate start writing the script.

22

Classify the words related to movies next to the correct heading.

plot video camera set
explosion director studio scene
script film

1. People _____
2. Events _____
3. Parts of a story _____
4. Equipment/Materials _____

Use the words above to complete the sentences about the story.

1. Kate loved the scene with the car _____ when they grow up.
2. The girls want to be movie _____.
3. Kate asks her dad to lend them a _____.
4. They decide to write a script about a _____.
5. They have a disagreement about the main characters _____.

23

Form a product group. Think about how the girls in the *Reader* came up with their idea for a movie. Work together and come up with an idea for a movie for your product.

Complete a table like the one in exercise B about your movie idea.

Keep your movie table for Step 2 of the product.

Comprehension Check

Ask groups to do exercise A on page 32 of the *Reader*. Monitor students' work. Check answers as a class.

Answers: 1. T, 2. T, 3. T, 4. F, 5. F

B Have students open the *Activity Book* to page 22. Have them look at the picture and identify the characters from the story: *Who are they?* Tell students to complete the story table individually. Check answers with the class.

Answers: *Main Characters:* Rachel and Kate; *Additional Characters:* Alicia, Carson, Sophie, Jack, and Rachel and Kate's other friends; *Plot:* *Answers may vary.* Rachel and Kate want to make a movie together. They disagree on almost every aspect of the process.

C Tell students to read the main events of the story up till now and number them in the correct order. Then have them compare their answers in pairs using the *Reader* to check. Elicit the correct order using the connectors: *First, then, after that, and finally.*

Answers: (from top to bottom) 3, 4, 1, 2

D Have students read the words in the box and check pronunciation. Tell them these words refer to elements of making a movie. Ask which words they do not know and write them on the board. Tell them to find the words in the *Reader*. Check that they now understand them. Divide the class into pairs. Tell them to categorize the words in the box. Check as a class.

Answers: *People:* spy, director, thief; *Events:* chase, explosion; *Elements of a story:* plot, scene, script; *Equipment/Materials:* video camera, costume

▲ Read the first sentence and elicit the missing word: *chase*. Have students finish the exercise individually and compare answers in pairs.

Answers: 1. chase, 2. directors, 3. video camera, 4. thief, 5. costume

Product Step 1

Students will begin work on the *Unit Product* in this class. You can allow them to form their own *Product* groups or group them according to their strengths and weaknesses, so they can help weaker students. It is important to let students know that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

E Students will work together on subproducts over the course of the unit that will lead to the final product for this unit: *A Script for a Silent Short Film*. The first step is for each group to come up with the idea for a movie. You might ask the students to think about how the girls in the *Reader* came up with their idea: by brainstorming.

▲ You might suggest that all students copy the new table on a sheet of paper as they might not always work together as a group on this product. Once groups have completed their tables, you could have different groups share their ideas with the class.

CLASS 2

Objective: Describing objects to give detailed information
Language: *A huge, round, blue diamond. A long, green, silk dress.*

Read and Review

Elicit the title of the story and write it on the board: *Problems on Set*. Have students read pages 20–25 of the *Reader* in silence. Then ask comprehension questions about each page.

Page 20: *What does Rachel enjoy most?*

Page 21: *Who lends them the video camera?*

Read the sentences from your *Reader*, pages 19–25. Complete the chart with the words in *italics*.

- One day, someone steals a *round, blue diamond* from a museum.
- They give the part of Alicia, the *beautiful, young American spy*, to Sophie.
- I have a *large, old, brick* house.
- Rachel pulls a *long, green, silk* dress out of a bag.
- How can she spy in a fancy party dress?

- opinion
- size
- age
- shape
- color
- origin
- material
- purpose

Look at the order of the adjectives in the table (1–8) in exercise A. Then underline the correct word order of each phrase.

- new, exciting* movie
- round, massive / massive, round* stone
- Greek, ancient / ancient, Greek* statue
- metal, key / old-fashioned, metal* key
- pink, beautiful / beautiful, pink* dress
- large, crooked / crooked, large* nose

Class 2

Read Rachel's movie synopsis and complete it with the correct word order.

The Good Spy is an incredible movie starring Dean Winter. He plays Ace Ripley. My favorite scene is when Ace watches the 1) _____ (black, shiny sports) car pull up to the house. The driver, a 2) _____ (middle-aged, mean-looking, short) man, gets out first. The passenger is a 3) _____ (tall, young, Japanese) man. He is carrying a(n) 4) _____ (antique, metal, small) box. They put the box in the trunk of the car. Then, they go inside.

With a product group partner, choose one of the main characters from your movie notes from Step 1 and write a list of adjectives to describe him or her.

Look at Rachel's character descriptions in the synopsis in activity C. Use your list of adjectives to write a description of the character you chose.

Use the *Self-Check* to evaluate your character description.

- Self-Check** Yes ✓
- Describe a character
- I included appropriate details.
 - I used a variety of descriptive words.
 - I used correct word order.

Keep your movie notes and character descriptions for Step 3 of the product.

Page 22: *What do they discuss the next day?*

Page 23: *Where do they decide to film the movie?*

Page 24: *Why do Rachel and Kate fight?*

Page 25: *How did they feel at the end of the day?*

Adjective Order

We use adjectives to describe objects.

We can describe color, age, size, material, and shape, and more abstract characteristics like opinion, origin, and purpose. We can use adjectives together to give a detailed description of something, but they should follow a particular order:

opinion, size, age, shape, color, origin, material, and purpose. For example:

The movie is interesting, French, and romantic. (not *French, romantic, interesting movie.*) Unlike in Spanish,

in English, we can also list adjectives

before the noun: *An interesting, French, romantic movie is on TV tonight.* Remember that adjectives

in English never take a plural form:

This is a good movie. These are good movies to watch at night.

A Have students open the *Activity Book* to page 23. Ask different volunteers to read the sentences aloud. Then have them identify the parts of speech: *What part of speech are the words in italics?* (Adjectives.)

Have students complete the chart individually. Check answers with the class.

Answers: 1. beautiful, fancy; 2. huge, large, long; 3. young, old; 4. round; 5. blue, green; 6. American; 7. brick, silk; 8. party

Write on the board:

Huge, round, blue diamond.

Explain to students that when using two or more adjectives with a noun there is a specific order to follow. Tell them we would never say: *Blue, huge, round diamond.*

Ask volunteers to use the chart in exercise A to describe different objects. Have students work in pairs to find more examples of sentences with adjectives in the *Reader*.

Invite pairs to share answers. Write the examples on the board and check with the class.

B Write the first phrase on the board. Elicit the correct option (exciting, new). Have students complete the task individually. Then have individual students use the phrases in full sentences. Check as a class.

Answers: 1. exciting, new; 2. massive, round; 3. ancient, Greek; 4. old-fashioned, metal; 5. beautiful, pink; 6. large, crooked

C Read the first three sentences of the synopsis aloud and elicit the adjective order for number 1: *shiny, black, sports*. Have students finish the activity and check answers as a class. Divide the class into pairs. Have them take turns reading the complete description to each other. Monitor and check pronunciation. Do remedial work if necessary.

Answers: 1. shiny, black, sports; 2. mean-looking, short, middle-aged; 3. tall, young, Japanese; 4. small, antique, metal

Product Step 2

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students.

Class 3

Work in pairs. Look at the pictures and answer the questions.

1. What is happening in the pictures?
2. What genre of movie are these scenes from?



Listen to Kate and Rachel talking about a chase scene. Match their ideas to the pictures. R for Rachel and K for Kate.

Listen to Kate and Rachel talking about a chase scene. Identify who says what. R for Rachel and K for Kate.

- Let's talk about the chase scene before we finish.
- Rachel: I should take place in the museum. Alicia and Carson both go to a gallery at the museum.
- Kate: OK. Then what happens?
- Rachel: Alicia finds the bag, asks museum guard, but he escapes. What do you think?
- Kate: Here's my idea. Carson breaks into the museum.
- Rachel: How do you think that'll make you happy?

Work in pairs. Discuss the questions about Rachel and Kate's argument.

1. What scene are Rachel and Carson talking about?
2. Whose ideas do you prefer? Why?

Listen and mark (✓) the words that have a silent "h" sound.

1. exhibit
2. exhibit
3. available
4. exhibit

Listen to some sentences and underline the words with the "h" pronounced and circle the words with a silent "h."

1. Perhaps we should go to the museum.
2. She runs an old, white antique.
3. The man was happy to see his old friend.
4. I don't like people who aren't honest.
5. My sister got scared when she saw a plot.
6. This is a really hallway in my house.

With your product group, take out your movie table and share your main character descriptions.

Work together to plan the plot of your movie using your main characters. Use the lines from Rachel and Kate's conversation in activity C as a model. Agree on four main events of the plot and write a short summary of each event.

Use the Self-Check to evaluate your participation in planning the plot.

- Describe a character.
- ✓ I proposed ideas for the plot.
 - ✓ I gave my opinions.
 - ✓ I justified my opinions.

Keep your plot summary and other subproducts for Step 4 of the product.

It is important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

D After students have written their lists with their partner from their *Product* group, you could ask different pairs to share their adjectives with the class and write them on the board for students' reference.

▲ You might have students read aloud the descriptions in the synopsis before writing their descriptions. They can use some of these adjectives in their descriptions as well as the ones in the table in activity A. As students write their descriptions, you can walk around the class to monitor and offer help as needed.

▲ Students can use the *Self-Check* to evaluate their descriptions.

You may want to remind students to keep their character descriptions for the next Step of the product.

Game: What Is It?

Write the names of different classroom objects on the board. Choose one object and encourage the class to describe it using two or more adjectives: *small, rectangular, plastic*. Divide the class into groups. Have students take turns describing the objects from the board. Monitor and correct if necessary.

CLASS 3

Objective: Describing movie scenes

Language: *Alicia is wearing a glamorous, pink, satin dress.*


Missing Letters

Write the following letters on the board: *j, d, e, d, s, u, n, a*. Write three incomplete words next to them: *f _ _ e _ / bl _ _ / _ e a _ _*. Tell students to use the letters

to complete the words. Have volunteers write the letters in the correct places (*faded blue jeans*). Encourage volunteers to write more examples on the board and have the rest of the class guess them.


A Have students open the *Activity Book* to page 24. Ask them to describe the pictures. Divide the class into pairs and tell them to discuss the questions. Check answers with the class.

Answers: *Answers may vary.*

B Ask students to listen and take notes about each girl's ideas. Play  *Track 5*. Have students compare notes in pairs and label the pictures. Check answers with the class.

Answers: Kate, Rachel


Track 5 (See page 202.)

C Play  *Track 5* again and have students identify who says the lines on the page. Assign the roles of Rachel and Kate to two students and have them read the dialogue out loud to check their answers.

Answers: 1. R, 2. R, 3. K, 4. R, 5. K, 6. R

D Divide the class into pairs. Have them answer the questions. Encourage volunteers to share their answers in full sentences.


Answers: 1. They are talking about the chase scene. 2. She wants them to dance. 3. She wants him to break into the museum. 4. *Answers may vary.*

E Have students read the words silently. Ask: *How do you pronounce these words? What do they have in common?* Play  *Track 6*. Ask: *What is the difference between the two ways of pronouncing the h?* (One is silent, the other is pronounced.) Play the track again and have them repeat each word. Have students feel the air on the back of their hands as they say the pronounced *h* sound (*hate, horrible*).

Track 6 (See page 202.)

▲ Tell students to mark the words individually and compare answers in pairs. Check with the class.

Answers: 1, 4

F Have students do the activity before playing the track. Play  *Track 7*, and have students check their answers. Write the headings *Pronounced h (Underlined)* and *Silent h (Circled)* on the board. Ask volunteers to write their answers under the corresponding headings.

Answers: Underlined: 1, 3, 6; Circled: 2, 4, 5

Track 7 (See page 202.)

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

G If time allows, after students have shared their descriptions with the rest of their *Product* group, you could invite them to make a drawing of their characters to illustrate their work.

▲ Before students start planning their movie's plot, you can suggest students read the lines from the recording in exercise C to see the type of language the girls used to plan their plot. You might want to remind them of the importance of working as a team and listening to each other to avoid conflicts.

▲ Students can use the *Self-Check* box to evaluate their contributions to the plot.

Game: Hangman

Write a letter *s* for the word *scene*, followed by a line for each additional letter on the board: *s_ _ _ _*. Have students guess the letters in the word. Each time they say a wrong letter, draw a body part of a hangman. If the students guess the word before you finish the drawing, they win.

CLASS 4

Objectives: Identifying the main ideas in a story. Describing people and objects.

Language: *My favorite actress is very beautiful. There is a fiery explosion.*

Read the second part of the text "Problems on Set" on pages 26–31 of your *Reader*.

Complete the table with information from the text.

| | Rachel | Kate |
|--------------|--------|------|
| Costume | | |
| Location | | |
| Movie Ending | | |



Work in pairs. Answer the questions with information from your *Reader*.

1. Why do the cast members _____ the set?
2. How does this make Rachel and Kate feel? _____
3. What is the outcome? _____

Write the words in the box next to their meanings

- | | | | |
|-----------|-------|------------|-------|
| beautiful | _____ | fiery | _____ |
| romantic | _____ | mysterious | _____ |
1. _____, great, very good
 2. _____, good-looking, having a nice appearance
 3. _____, consisting of fire
 4. _____, extremely beautiful
 5. _____, having to do with love or relationships
 6. _____, not well-known or easy to understand

Complete Kate's text with words from exercise C.

My favorite actress is very _____
 Everyone thinks she's the best-looking
 actress in Hollywood. She is normally in
 _____ movies like *Love at First
 Sight* but in her latest role she will play a
 _____. _____ say "It is an action movie
 about a robbery. At the end there is a
 _____ explosion and she saves
 the day." _____ think "It'll be a"

Work in groups to discuss the questions about your working preferences.

1. Do you like working in pairs or groups? Why or why not?
2. What are the advantages of Rachel and Kate working together in the story?

Work as a class and discuss the advantages and disadvantages of working in pairs and groups

Think and Tell

Review the text. Write *Rachel* and *Kate* on the board. Encourage volunteers to say what they remember about each character so far. Write *movie*, *plot*, and *costume* on the board. Have a class discussion about how Rachel and Kate's opinions on each issue differ. Have students open the *Reader* to page 20. Let them scan the text and give details about the story.

A Have students open the *Reader* to page 26. Tell students to read pages 26–31 silently. Tell them not to worry about specific words but to focus on general understanding. Encourage students to use the glossary at the bottom of each page. Ask questions to check comprehension.

- Page 26: *Why did Rachel want to film the scene in the park?*
 Page 27: *What did Kate think of Rachel's ideas?*
 Page 28: *Who wanted it to be an action movie?*
 Page 29: *What did Kate and Rachel realize?*
 Page 30: *How long did it take them to decide the ending?*
 Page 31: *What happens at the end of the movie?*

Comprehension Check

Ask students to do activity B on page 32 of their *Reader*. Monitor and help as necessary. Invite students from different groups to share answers with the class.

Answers: 1. Rachel wants them to get married. 2. They leave. 3. Working together.

B Have students open the *Activity Book* to page 25 and look at the picture: *Who is in the picture? What are Rachel and Kate doing? Why are they together?* Have students complete the chart individually and compare answers in pairs. Allow them to refer to the *Reader* if necessary. Check answers with the class.

Answers: (from top to bottom) Rachel: long, expensive dress; pretty, romantic park; the thief returns the diamond and marries Alicia. Kate: black leather jacket and faded blue jeans; dark dirty basement; the thief gets arrested

▲ Have volunteers read the questions.

Ask: *What does outcome mean?* (Result.) Divide the class into pairs. Have them discuss the questions. Invite volunteers to share their answers.

Answers: 1. Because Kate and Rachel are always fighting. 2. They felt really bad. 3. They discussed their ideas calmly.

C Divide the class into pairs. Give students five minutes to find the words in the *Reader* and use the context to answer the exercise. Check as a class.

Answers: 1. fantastic, 2. beautiful, 3. fiery, 4. gorgeous, 5. romantic, 6. mysterious

D Have a student read the text aloud. Ask students to complete the exercise individually. Check answers with the class.

Answers: 1. beautiful, 2. romantic, 3. mysterious, 4. fiery, 5. fantastic

E Divide the class into groups. Have groups discuss the questions.

▲ In the same groups, have students discuss the advantages and disadvantages of working in groups or in pairs. Have them decide if they prefer to work in pairs or in groups. Have groups share their answers with the class.

Class 5

Read the sentences from your *Reader*, pages 19–31. Circle the adverbs.



1. She has a fairly interesting job, but she's bored.
2. Rachel reluctantly agrees.
3. That's an absolutely terrible ending!
4. "We should make a movie of our own!" says Kate excitedly.

Answer the questions with information from activity A.

1. Which sentences describe the intensity (degree) of something?
2. Which sentences describe how (manner) an action is done?

Read the following sentences and classify the adverbs in italics in the table.

1. Please look at the script *carefully*.
2. The end of the movie is *incredibly* disappointing.
3. I am *rather* tired of disagreements!
4. "This movie is great!" she says *happily*.
5. The script is *completely* finished.
6. We should talk about the problem *seriously*.

Adverbs of Degree Adverbs of Manner

Complete the movie script with adverbs of your choice.

SCENE FOUR

EXT. LOCATION #2 - NIGHT

Victoria finds the old brick building, opens the door, and 1) _____ runs inside. It is 2) _____ dark, but Victoria walks into the hallway with doors on each side. 3) _____, she begins opening doors.

VICTORIA (She 4) _____ asks Mr Carlisle if he's there. The rooms are 5) _____ empty. Finally, Victoria reaches the last door.

LEX REED (He turns around 6) _____ and sees Victoria. He's surprised because she finally found him.)

Victoria looks shocked as she recognizes the voice of her old enemy.)

Work in pairs. Ask and answer questions about each other's stories.

What is it like inside the building? It is completely dark.

Work in your product group. Use your plot summary and character descriptions to create four scene descriptions, one scene for each group member.

Write your assigned scene. Use the scene above as a model. Include information about the location and characters' costumes and actions.

Keep your scene descriptions and other subproducts for Step 5 of the product.

26

CLASS 5

Objective: Describing movie actions in detail

Language: *She has a fairly interesting job. Reluctantly, she agreed.*

Game: Operator

Divide the class into two teams and have them stand in two lines. Whisper a sentence to the first student in each line: *The mysterious, old, English man walked nervously in the park.* Have the students whisper the sentence to the next student and continue down the line. The last student in the line says the sentence he or she heard. The team who passed the sentence correctly wins a point. Repeat the exercise with different sentences.

Adverbs of Manner and Degree

Adverbs of manner modify actions. They are placed after the main verb or after the object. For example:
She walked calmly to her meeting.
She walked to her meeting calmly.
Adverbs of degree or intensity are usually placed before the adjective they are modifying or before the main verb: *The movie was really boring.* *He was just leaving.*

A Have students open the *Activity Book* to page 26. Read aloud the first sentence and elicit the circled word: *fairly*. Elicit what the function of the word is in relation to *interesting*: *How interesting is the job?* Explain that in English most adverbs end in *-ly*. Tell students to circle the adverbs in the sentences. Check as a class.

Answers: 1. *fairly*, 2. *reluctantly*, 3. *absolutely*, 4. *excitedly*

▲ Have students read aloud the sentences in exercise A again and answer the questions individually. Invite volunteers to share answers with the class.

Answers: 1. 1 and 3; 2. 2 and 4

B Write the first sentence on the board. Have a volunteer read it aloud. Have students identify the adverb and what it is expressing: *What is the adverb?* (*carefully*). *Is it an adverb of degree or an adverb of manner?* (an adverb of manner). Have students look at the example, and then classify the words under the corresponding headings. Invite volunteers to share answers with the class.

Answers: *Adverbs of Degree:* *incredibly*, *rather*, *completely*; *Adverbs of Manner:* *carefully*, *grumpily*, *calmly*

Observe in Context

Write the following sentence on the board and read it aloud: *She has a fairly interesting job.* Point to the word *fairly* and have students identify the part of speech: *Which part of speech is this?* (Adverb.) *Is it an adverb of degree or an adverb of manner?* (Adverb of degree.) Write another

sentence on the board and repeat the procedure: *"We should make a movie of our own!" Kate said excitedly.* Have students find more examples of sentences using adverbs in the *Reader*. Ask volunteers to read aloud the examples they find and say the page numbers where they found them.

C Point to the text and elicit what type of text it is. (*A movie script.*) Explain that the format of a script is different from other types of texts. Point out the characters' names and dialogues (centered). Explain that the information that is not centered is the scene action, what is happening on the screen. Ask students to read the scene description. Then ask: *How many characters can we see in the scene?* *What time of day is it?* Tell students to think of a suitable adverb for each sentence. Allow them to use their dictionaries if necessary. Have students complete the task individually. Monitor the activity and provide help as needed.

Answers: *Answers may vary.*

▲ Have students read the example. Tell them they will need to use their information from the previous exercise to complete the task. Elicit more questions and write them on the board. Divide the class into pairs. Have students ask and answer questions about each other's versions. Invite volunteers to share their stories with the class. Encourage the class to ask further questions. Have the class vote for their favorite story.

Product Step 4

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It is important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

D Students will start planning the plot of their movie, which should include four scenes, one for each member of the group.

▲ You may want to make sure that students include clear information on the location and the characters' costumes and actions. As students write, you could walk around the class to monitor and offer help as needed.

Review the Text

Divide the class into reading groups. Have groups open the *Reader* to page 20. Have students read the whole text while you write the following questions on the board: *Did you like how Rachel and Kate resolved their differences? What did you think of their movie/story in the end? What kind of movie would you like to write and film?* Allow time for groups to discuss the questions. Invite students to share their answers with the class.

Objectives: Describing people and actions
Language: *He eagerly shakes hands. He is incredibly kind to strangers.*

Memory Game

Divide the class into pairs, students A and B. Have student A open the *Reader* to page 20 and look at the picture. Then have him or her describe the picture to student B, using adjectives and adverbs to describe the objects and actions. Student B then draws the picture according to student A's description. When student B finishes, have them compare the drawing to the picture in the book and talk about the differences. Then repeat the procedure with student B describing the picture on page 22.

A Tell students to turn to *Activity Book* page 27. Divide the class into pairs. Have students look at the pictures and tell them to answer the questions in pairs. Ask some volunteers to share their ideas with the rest of the class.

B Ask the class to read the poem silently. Divide the class into pairs. Encourage them to predict the order of the poem. Play **Track 8**, and have students check if their predictions were correct. Play the track again, line by line, and have students repeat. Check answers with the class.
Answers: (from top to bottom) 2, 1, 4, 3
Track 8 (See page 202.)

A Have students read the verses again and match them to the pictures. Check answers with the class.
Answers: (from left to right, top to bottom) 2, 4, 3, 1





C Write these questions on the board: *Do you like Alan the Actor? Why? Why not?* Have students discuss in pairs. Then tell them to use the poem to answer the questions. Invite volunteers to share their opinions and answers with the class.

Personalize It!

Class 6

Look at the pictures and answer the questions.

1. What is the actor doing in the pictures?
2. How is he doing those things?
3. What adjectives can you use to describe him?

Listen **A**, read the poem, and number the verses in order.

— Alan the actor is a comedy master,
 All the little old ladies
 Are filled with laughter.

Alan the actor has quite an effect,
 When he reads a line,
 He sounds nearly perfect.

Alan the actor has enthusiastic fans,
 He happily signs papers,
 And he eagerly shakes hands.

Alan the actor appears in many movies,
 He captures evil villains,
 And he kisses great beauties.

Match the verses to the pictures in exercise A.

Answer the questions about the actor in the poem.

1. Who does Alan make laugh?
2. Why is Alan such an effective actor?
3. What are Alan's fans like?
4. What does Alan do for his fans?
5. What does Alan do in his movies?

Work in groups and discuss the questions.

1. What is the purpose of actors?
2. Do you think we can learn about other people and their culture through movies? Why?
3. Can you mention a movie that helped you reflect on your personal experience?
4. What movie genres do you know?

Answers: 1. He makes old ladies laugh. 2. He always reads his lines perfectly. 3. They are very enthusiastic. 4. He signs papers and shakes hands. 5. He captures evil villains and kisses great beauties.

D Tell students to work in teams. Ask: *Do you think that movies and acting are important? Do you think cinema is an art? Why or why not?* Have them discuss the questions. Monitor the activity, helping with vocabulary and ideas when needed.

Refer students to the *Speaking Rubric* on page 8. Explain that they can use the rubric to evaluate their participation in activity D. Have them work together to come up with suggestions for how to improve their fluency.

CLASS 7

Objectives: Identifying elements of a movie script. Linking ideas to describe movie actions.

Language: *The character cue indicates who is speaking. I know you are angry but please believe me.*

Word Game

Write the following sentence on the board: *He kisses great beauties.* Divide the class into pairs. Give them 30 seconds to write as many words as possible from the letters on the board (*sister, tiger, but, star, she, etc.*). The pair with the most correct words wins the game. If time allows, write a different sentence on the board and repeat the procedure.

A Have students open the *Activity Book* to page 28. Ask them to read the parts of a script and their descriptions again. Then, tell them to read the script. Have students match the script parts to their definitions. Check answers with the class. Elicit the importance of every part and the style (italics, in parentheses, uppercase, etc.)

Answers: (from top to bottom) 4, 2, 1, 3

B Have students read the script again and answer the questions. Ask volunteers to share answers with the class. Encourage them to use complete sentences.

Answers: 1. They are outside an abandoned building. 2. Because it is his mother's lucky charm. 3. She wants him to give it back to the museum. 4. Carson takes the diamond out of his pocket.

C Divide the class into pairs. Tell students to scan the script and find connectors. If needed, remind them that these words are used to link sentences together and that they have different functions, like showing result or effect, opposition, and showing cause or reason. Invite different students to use the words in sentences to check they understand. Have students read the second part of the script. Encourage volunteers to say what it is about. Then ask students to underline the correct connector. Have one

Class 7

Match the definitions of the parts of a script to part of Kate and Rachel's script.

- Dialogue:** what the character says
- Character Cue:** indicates who is speaking
- Character Directions:** instructions that tell how a character says something
- Scene Action:** says what is happening in the scene or shows nonverbal actions

SCENE SEVEN

EXT. LOCATION #4 - NIGHT

*Outside an abandoned building
Carson is handcuffed to a bench
Alicia, he hears a voice*

Alicia (loudly)

Carson! You have the diamond!

Carson (sadly)

It belongs to my mother. It is a lucky charm. The diamond was a present from my father.

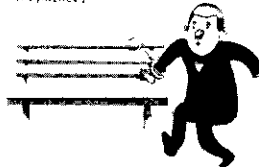
Alicia (angrily)

No, it belongs to the museum, so you have to give it back.

Carson (sadly)

I know you are angry but please believe me. My mother lost the diamond last year. I only want it because now my mother has terrible luck.

(Carson slowly takes the diamond out of his pocket.)



28

Work in pairs. Read the script and discuss the questions.

- Where are Carson and Alicia?
- Why does Carson want the diamond?
- What happens at the end of the script?

Underline the words in bold to complete the second part of the script.

(Police sirens in the background.)

Carson (sadly)

Here, please take the diamond back. I'm going to jail, **but** / **therefore** you can take it to the museum.

(Alicia sits on the bench next to Carson.)

Alicia

I understand why you want it,

so that / **however**, it is wrong to steal.

I am sorry, **because** / **but** I can see that you are really a good person.

In your product group, use the scene descriptions from Step 4 to brainstorm ideas for dialogues in each scene.

With a partner, write short dialogues for your scenes. Use the scripts on this page as a model.

Use the *Self-Check* to evaluate your dialogue.

Self-Check

Write lines and dialogues

I proposed lines in a dialogue.

I ordered sentences in a logical sequence.

I included relevant details.

student read the role of Carson and another the role of Alicia to check answers.

Answers: 1. therefore, 2. however, 3. because

Product Step 5

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

D In their *Product* groups, students will think of their characters and discuss possible dialogues between them, based on their scene descriptions from Step 4. If they have difficulty creating their dialogues, you can support them by offering ideas.

▲ Before students start writing short dialogues for each of their characters in the scenes, you may want to elicit the parts of a script and write them on the board for students' reference.

▲ Students could swap their dialogues with another pair for review before they evaluate their own work.

CLASS 8

Class 8

Objectives: Writing a movie script
Language: *The events take place outside an abandoned building.*

Movie Genres

Elicit movie genres and write them on the board. Divide the class into pairs. Have them write the name of at least two movies for each genre. Stop the activity when a pair completes the task. Read aloud each genre and elicit names of movies that belong to it.

A Have students open the *Activity Book* to page 29. Working in the same pairs, have them answer the questions. Check as a class.

Answers: 1. action, 2. *Answers may vary.* 3. *Answers may vary.* 4. Outside an abandoned building, 5. The action happening on the bench

B Explain to students that they need a detailed script in order to make an interesting movie. Read aloud the *Writing Checklist* and have students follow along in their books. Tell students to look at the script on page 28. Ask: *Are all the elements included?* Invite the class to comment.

Product Step 6

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

C In their *Product* groups, students will put together all their production from Steps 1 to 5. You may want to make sure groups have all their materials.

D As students complete the table about their product scene, you can walk around the class to monitor and offer suggestions.

Work in pairs. Look at the script on page 28 and discuss the questions.

1. What is the genre of the movie script?
2. What kind of audience is the movie for?
3. How would you describe the characters?
4. Where do the events take place?
5. What does the scene's action describe?

Read the *Writing Checklist* to check that the elements are included in the script on page 28.

Writing Checklist

A Movie Script

- ✓ Always include a description of the setting and what is happening in the scene first
- ✓ Write characters' names in all capital letters each time they appear.
- ✓ Think about your characters' feelings and tone of voice
- ✓ Give actors directions for how they should look and sound when they say something
- ✓ Use conversational language

Research online for tips on how to write a movie script

With your product group, put together all of your subproducts: plot summary, character and scene descriptions, and dialogues

With your product group, complete the table about your movie script.

| Genre | |
|--------------|---|
| Characters | Characters' descriptions |
| 1. | |
| 2. | |
| Setting(s) | |
| What happens | What do the characters do? How does the scene end? |

Use the scripts on page 28 as a model with the information in the table and your other subproducts. Write a movie script for your scene. Use the *Writing Checklist* as a guide

With your product group, use the *Writing Rubric* on page 7 to check each other's work.

My score: _____

Write a clean version of the script for your scene.

Keep your scene script and other subproducts for Step 7 of the product.

29

You could ask different students to share their character descriptions with the class to check adjective order.

E Students can use the scripts on page 28 as a model for how to write a script. You might want to remind students to follow the conventions for writing a movie script from the *Writing Checklist*, and encourage them to research online. You could monitor students' work and help with vocabulary as necessary.

▲ Students can use the *Writing Rubric* on page 7 to evaluate each other's use of language. You could encourage them to give feedback in a respectful way.

▲ After students have written a clean version of their movie script, you could invite volunteers to read it aloud for the class to comment. You might want to remind students to keep their script and their other subproducts for Step 7.

Ongoing Assessment: Script with Dialogues

Use this activity to assess students' progress with the Rubric below, or a similar one:

Mark ✓ or ✗ according to your students' performance:

- ___ can order sentences into sequences to form dialogues
- ___ offers and receives feedback respectfully

CLASS 9

Objective: Giving additional descriptions

Language: *I really love this delicious, Italian food. This is a rather strange, violent, green, American action hero.*

Pictionary

Draw a car chase on the board. Tell students this is related to movies and encourage them to guess what it is. Keep drawing until a student guesses correctly. Invite the student who gives the correct answer to draw a different scene on the board and repeat the procedure. You can give students a slip of paper with a suggestion written on it, or have them think of their own ideas: *an action movie, a comedy, an explosion*, etc. Repeat several times, giving different students the opportunity to participate.

Product Step 7

Students will finalize work on the *Unit Product* in this class. It is important that they be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

A In their *Product* groups, students will discuss how to adapt their script for a silent short film. You could elicit from students the main characteristics of silent movies and write them on the board for reference. If necessary, you could explain that these movies were in black and white and did not have sound. Therefore, the actors had to be really expressive with

their movements and face. Silent films also used title cards with written dialogue or description of the scenes. You could also mention names like Charlie Chaplin and Laurel and Hardy or the movies from Georges Melies. If possible, you could play a short silent film for them.

B You may want to remind students to add character descriptions and title cards for the audience to read, as you explained in activity A. You could allow students to look at the script example on page 28 again if necessary. You may also want to remind groups to use the language from the unit: adverbs of manner and intensity (degree), as well as adjectives and connectors.

▲ You may want to have volunteers read the *Writing Checklist* on page 29 aloud before students check their work and make any final corrections to their script.

C Each group could display their script around the classroom and students could walk around to see all the groups' products. You may want to hold a class discussion to make comments and ask questions about each group's movie. Then you could have a class



Script for a Silent Short Film

Work in your product groups and discuss how to adapt your script for a silent short film.

Write the script for each of the four scenes as a group. Remember that this is a script for a silent movie, where the audience can read any dialogue or titles between scenes.

Use the *Writing Checklist* on page 29 to check your work. Then write a clean version of your script onto poster paper.

Present your script to the class. Mark (✓) this checklist to assess your project and that of another group.

Self-Reflection Checklist

Mark (✓) each aspect of the checklist that was covered in the presentation.

- Did the script include adjectives and adverbs in the character directions?
- Did the script have the correct format?
- Were the scenes in the script complete and clear?
- Did the script include dialogues or titles?
- Were the scene actions clear?

Compare your assessment of the two products with your product group.

Work with your group. Write a short review of the other group's performance and give it to them.

Compare your assessment of your script presentation with the other group's review.

1. What differences are there?
2. What did you do well?
3. What do you need to improve?



vote for the best movie script. Alternatively, you could suggest they present their scripts digitally.

After the presentations, students should fill out individually the *Self/Peer Evaluation Form* about their script and that of another group.

A Students should use the the *Self/Peer Evaluation Form* to compare their assessment of the work of the two groups with the assessment of their partners. They should discuss the similarities and differences in their evaluations and reach a conclusion on their ideas about the other group's presentation.

D Students will write a short review of the other group's performance and give it to them. You could take the opportunity to remind them of the importance of being respectful and giving positive feedback.

E Students will read the other group's review of their work and use the questions to compare it to their own assessment. You could encourage students to share their conclusions with the rest of the class. Students should keep the review of their performance and any personal subproducts from the *Product* in their *Evidence Portfolio* to keep track of their progress.

Suggested Evaluation

Instrument: Anecdotal Note

Use the *Anecdotal Note Form* below to record each student's product performance. Include notes about

- appropriate register and format to target reader.
- fluency, interaction, and discourse management.
- grammar, vocabulary, and pronunciation.

To evaluate students, use the *Marking Criteria* on page 198.

Name: _____

Script: _____

Performance: _____

CLASS 10 Review

Objectives: Describing people, objects, and actions in detail

Language: *Andrea owned a mean, old, orange cat. The movie's special effects were incredibly well done.*

Movie Quiz

Write two statements about movies on the board. Use adjectives and adverbs of manner and intensity. *This is an action movie about extremely dangerous, large, metal machine soldiers. This is a rather strange, violent, green, American action hero.* Have students read the statements and identify which movie you are talking about: *Transformers, The Incredible Hulk*. Divide the class into teams. Tell each team to write two similar sentences in their notebooks.

Review

Class 10

Write the adjectives in the box in the correct categories.

Mexican huge cotton handsome green round lazy square
miniature paper swimming yellow sports ancient taken young

opinion size age shape color origin material purpose

Imagine a movie scene. Use the words to describe aspects of it

Character: He is a handsome, young, Mexican singer.
Location: _____
Special object: _____

Complete the script with the words in the box.

carefully bravely sadly quickly completely

Scene Five
INT LOCATION: MUSEUM NIGHT
Suki looks at the statue 1) _____ She starts crying and 2) _____
raises her hand to touch it. She hears a noise and turns her head 3)
The thief sees the monster getting closer to Suki. She doesn't move.
THIEF (runs and stands 4) _____ in front of Suki) Run!
The room goes 5) _____ dark

Check your answers to activities A and B and complete the Review Questionnaire

Review Questionnaire

4. Reflect on your performance and answer the questions.

1. How many correct answers did you get? _____
2. In which activity did you get your lowest grade? _____
3. What can you do to improve your performance? _____

Remind them to use adjectives and adverbs of manner and intensity. Have teams ask the rest of the class their questions. Have the other teams write their answers on a sheet of paper. The team that answers the most questions correctly wins the game.

A Have students open the *Activity Book* to page 31. Tell them to read the words in the box silently. Review vocabulary if necessary. Ask students to complete the exercise individually. Invite volunteers to share answers with the class.

Answers: 1. opinion: handsome, lazy; size: huge, miniature; age: ancient, young; shape: round, square; color: green, yellow; origin: Mexican, Italian; material: cotton, paper; purpose: swimming, sports

Ask students to imagine a movie, including the characters and the plot. Explain that they need to choose three words from the boxes and write with them a description of aspects of the movie. Have them look at the example and make sure that they understand what to do. Invite students to read their sentences aloud and check the word order.

B Ask students to read the words in the box aloud. Check pronunciation and make sure they understand them all: *Which adverbs are of degree and which are of manner?* (*Completely* is an adverb of degree. *Carefully, bravely, calmly, quickly, and sadly* are adverbs of manner.) Have them complete the script and have pairs perform the scene to check understanding.

Answers: 1. sadly, 2. carefully, 3. quickly, 4. bravely, 5. completely

C Have students use the answer key on the page to check their answer and get their score. Then, invite them to reflect on their performance while answering the *Review*. Ask: *Was it difficult for you to answer the Review? Could you easily use and recognize what you learned in the unit?* Have them answer the *Review Questionnaire* at the bottom of the page.

Self-Evaluation

Evaluate Your Collaboration

▲ With your product group, mark (✓) each aspect to reflect the way you worked together.

We contributed with useful ideas
 We respected everybody's opinions and turns
 We finished our product on time
 We helped each other when needed
 We worked well with other group members

▲ Reflect about your group performance and complete the table.

Evaluate Your Progress

▲ Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

1. Did you collect all the suggested evidence? _____
2. What activity was harder for you to achieve? _____
3. Which activity was easier? _____

Evaluate Your Achievements

▲ Read the learning outcomes and evaluate yourself.
 3 = Very well 2 = Well 1 = With difficulty

I can revise silent short films
 I can understand the general meaning and main ideas
 I can write lines and dialogues

32

Self-Evaluation

Have students turn to page 32. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their collaboration with their product team, their progress, and what they learned. Have them work with their product groups and look at the *Evaluate Your Collaboration* section. Tell them to analyze and reflect on their product and fill out the *Product Collaboration Analysis*. Invite students to look at their answers and fill in the table. Have students take out their *Evidence Folder* and look at their work. Ask them to guide questions: *Can you see a progression? How was your performance in the first activity compared to the last one?* Invite them to check the questions from the *Evaluate Your Progress* section honestly. Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage them to assess their work throughout the unit. Have them read the outcomes and use the scale to grade their learning. Motivate students to reflect on possible improvements.

Assessment

Photocopy *Assessment 2* on pages 178–179. Have students complete the assessment. Correct and go through the answers with the class. The *Answer Key* can be found on page 196.

Look at the pictures and answer the questions.

- Do you like doing any of these activities? Why or why not?
- What other hobbies do you like to do?
- Why is it important to have hobbies?

Mark (✓) the correct answer.

- Could you name all the hobbies?
 - Yes, I could.
 - Not all of them.
 - I couldn't name any of them.
- Was it difficult to talk about what you like?
 - It was very difficult.
 - It was kind of difficult.
 - It wasn't difficult.



The social purpose of this unit is

- to exchange compliments, likes, and dislikes in an interview.

To do this, you will

- listen to and identify likes and dislikes in dialogues.
- understand the general sense and main ideas of dialogues.
- express compliments, likes, and dislikes.

All of these activities will build up to the final product.



| Steps | Activities | Final Product |
|-------|--|---------------------------|
| 1 | Make a list of hobbies that you or family members practice. | List of hobbies and notes |
| 2 | Ask and answer about hobbies people like and dislike. | A questionnaire |
| 3 | Collate questionnaire results and write a description of favorite hobbies. | Description of a hobby |
| 4 | Discuss pros and cons of two hobbies. | List of pros and cons |
| 5 | Write a blog describing a hobby. | A blog |
| 6 | Read a blog and express your opinions about a hobby. | Peer Evaluation Rubric |

Unit 3

CLASS 1

Objective: Discussing hobbies

Language: *Almost any activity can be a hobby. You just have to enjoy doing it.*

Before You Start...

Have students look at the pictures or project the Unit 3 images from the *Class CD*. Ask them to identify what is happening in each one. Write the word *Hobby* on the board and around it write the activities in the pictures. Then have volunteers add their favorite hobbies to the board.

1 Ask students to work in pairs. Encourage students to exchange their points of view and discuss the questions.

2 Invite them to reflect on their performance and check the box that they think reflects them best. Provide general feedback on the students' performance.

A Tell students to turn to page 34. Read the instructions and emphasize the title of the text they are going to read. Ask them to say what type of text it might be. Have students open the *Reader* to page 33. Divide the class into groups. Have students discuss the pre-reading questions and share answers with the class. Then, divide the class into groups. Tell students to open the *Reader* to page 34. Have students read the text silently. Tell students not to worry about specific words but focus on a general understanding of the text.

Comprehension Check


Have students work in reading groups. Ask them to do activity A on page 44.

Class 1

Read the first part of the text "Interesting Hobbies" on pages 34-38 from your *Reader*.

Label the pictures with the corresponding hobby

role-playing games extreme ironing
pet fur knitting



Match the definitions to the hobbies.

- People do a common household task in unusual places.
- You make _____ with cat and dog hair.
- Players create characters for a fantasy world and go on adventures together.
- People imitate the sounds of synthesizers and drums using their voice.

Match the phrasal verbs from the *Reader* to their definitions

- _____ discover
- _____ start
- _____ dispose of
- _____ look at
- _____ change

Complete the sentences with the correct form of the phrasal verbs from activity C.

- Role-players use dice to _____ what happens to their characters.
- Ironing _____ an exciting hobby when you do it on a mountain.
- You don't have to _____ pet hair, because you can use it for knitting.
- A lot of people _____ a hobby to do in their free time.
- If you want to see some impressive talent, some beatboxing videos online _____

Form a product group. Brainstorm and make a list of hobbies that people in your group or your family members have. Ask and answer questions about the hobbies. Use the sentences in activity B as a model.

Discuss these questions about the hobbies. Give reasons for your ideas and take notes of your answers.

- How many hobbies do you have on your list?
- How many people practiced the same hobbies?
- What kinds of hobbies seem to be the most common?

Keep your list of hobbies with notes for Step 2.

34

Have students use the *Reader* to check answers.

Answers: 1. in groups, 2. together, 3. English, 4. coldest, 5. a lot, 6. dog

B Divide the class into pairs. Ask students to open the *Activity Book* to page 34. Have students look at the pictures and describe what the people are doing. Monitor and help with pronunciation or vocabulary if necessary. Encourage volunteers to share their descriptions with the class. Read the hobbies aloud. Tell students to label the pictures individually.

Answers: (from top to bottom, left to right) beatboxing, extreme ironing, role-playing games, pet fur knitting

A Have volunteers read the definitions aloud and ask students to name the hobby. Then have students number the pictures. Check answers as a class.

Answers: (from top to bottom, left to right) 4, 1, 3, 2

C Divide the class into pairs. Encourage students to guess the meaning of each phrasal verb. Have students complete the activity. Ask students to find the verbs in the *Reader* to check their answers. Encourage volunteers to say where they found the phrasal verbs and how they identified their definitions.

Answers: (from top to bottom) 2, 1, 5, 4, 3

D Have students complete the sentences with the correct forms of the phrasal verbs from activity C. Encourage students to use the *Glossary* on pages 139–143 of the *Activity Book* to check their answers.

Then, ask volunteers to read the complete sentences aloud for the class to check.

Answers: 1. figure out, 2. turns into, 3. throw away, 4. take up, 5. check out

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. It is also recommended for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

E Students get together in product groups and make a list of hobbies that people they know do. You might want to focus students' attention on the sentences in the second part of activity B to help them answer questions about the hobbies on their lists. Students can also choose somebody to take notes so that they can keep their information for further use.

▲ Students may want to read the questions individually first and then discuss their answers as a group. They could also appoint a new person to take notes so that they can keep their information in their *Evidence Folder* for the next step.

CLASS 2

Objective: Expressing likes and dislikes

Language: *You just have to enjoy doing it. It's a chore people hate doing!*

Work in pairs. Read the sentences from your *Reader*, pages 34–38, and underline the main verbs.

1. You just have to figure out doing it
2. It is a chore people hate doing!
3. Phil Shaw likes rock climbing
4. Do you love listening to music?
5. Some people don't like wearing pet fur purses

Look at the examples in activity A and answer the questions

1. In these examples, what do we use after the main verb?
 - a) a verb in infinitive form
 - b) a gerund + -ing
 - c) a preposition
2. Which sentence is expressed in negative form?
3. What are the more extreme ways to say like and don't like?

Complete the sentences with the correct form of the verbs in parentheses.

1. People in role-playing games like use their imagination.
2. Some people don't like beatbox because they don't like hip-hop.
3. He loves extreme iron because it makes a very chore exciting.
4. My grandma loves groom She can use our dog's hair next time!

Complete the questionnaire about hobbies at a community center

Start a new hobby at your City Community Center!

Write the letter of the answer that describes you.

- a. I love it c. I don't like it
- b. I like it d. I hate it

How do you feel about ... ?

- | | |
|--------------------|------------------|
| 1. photography ... | 4. carpentry ... |
| 2. sewing ... | 5. drawing |
| 3. robotics ... | 6. ceramics ... |

Work in pairs. Use the questionnaire to interview your partner. Ask for more information about his or her likes and dislikes

How do you feel about drawing? I hate it. Why do you hate it? Because I am not artistic.

Work in your product group. Take out your list of hobbies. Create a questionnaire like the one above with the hobbies on your list.

Interview a classmate from another group and complete the questionnaire.

Use the Self-Check to evaluate your interview.

Self-Check Yes

Exchange information

I took the role of interviewer and interviewee

I asked questions about what people like

I included relevant details

Keep your questionnaire and other subproducts for Step 3

Have students open the *Reader* to page 33. Elicit the topic of the text: *interesting hobbies*. Ask volunteers to name the hobbies they remember from the *Reader*. Then have students read the first half of the text again silently. Ask questions to check comprehension:

Page 34: *What kind of activity qualifies as a hobby?*

Page 35: *What do game masters do?*

Page 36: *How was extreme ironing born?*

Page 37: *Which parts of the body are used in beatboxing?*

Page 38: *How does the groomer prepare the pets' hair?*

A Have students open the *Activity Book* to page 35. Have volunteers read the first sentence aloud. Ask students to underline the main verbs in the other sentences.

Answers: 2. hate, 3. likes, 4. love, 5. (don't) like

▲ Read the questions aloud. Explain that a gerund is a verb with an *-ing* ending that can be used as a noun. Ask students to find more examples of gerunds in the *Reader*. Encourage students to use the *Grammar Reference* on page 133 of the *Activity Book* for further reference. Then, ask students to check answers in pairs.

Answers: 1. b, 2. 5, 3. *love* and *hate*

B Remind students of the form and use of gerunds. Have them complete the activity individually. Check as a class.

Answers: 1. using, 2. beatboxing, 3. ironing, 4. knitting

C Ask students to read the ad for the community center. Have them write sentences about each of the activities using the words in the box. Then ask volunteers to share their answers with the class.

Answers: *Answers may vary.*

▲ Have students use the questionnaire to interview a partner and find more information about their likes and dislikes.

Product Step 4

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It is important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

D Students will work in their product groups. They may assign different hobbies from the list to each of the members of the product group or work together to create a questionnaire from their list.

▲ Students can use the *Self-Check* box to evaluate their interview. They may want to read the information together and provide feedback to each other before deciding if the activities were done. They could also appoint a person to take notes so that they can keep their information in their *Evidence Folder* for the next step.

Ongoing Assessment: List of Preferences with Likes and Dislikes

Use this activity to assess students' progress with the rubric below or a similar one. Mark ✓ or ✗ according to your students' performance:

- ___ expresses likes and dislikes
- ___ uses accurate vocabulary

CLASS 3

Objective: Describing one's own and others' preferences


Language: *Chris loves dancing. I hate cleaning.*

Love and Hate

Ask students what they do in their free time and make a list on the board. Divide the class into pairs. Have students share information about how they feel about each activity on the list: *Do you like playing soccer? No, I don't. I really like dancing.* Have students find out what they have in common.

A Have students open the *Activity Book* to page 36. Divide the class into pairs. Tell them to answer the questions. Ask volunteers to share their answers with the class.


Answers: 1. 1, 2; 2. *Answers may vary.*

▲ Tell students they are going to hear a boy talking about his hobby. Play  *Track 9* and have students mark the corresponding picture. Check answers with the class. Elicit what a flash mob is. Ask students

Class 3

Work in pairs. Look at the pictures and answer the questions.

1. Which picture shows group activities?
2. Which ones would you like to try? Why or why not?

Listen  to Chris and Gina talking about flash mobs. Mark (✓) the activities that Chris mentions.



Listen again and write T (true) or F (false).


1. Chris is practicing a dance routine.
2. Chris loves dancing.
3. Chris is going to participate in a flash mob.
4. He will use the money to buy a new guitar.


Underline the correct option to complete the sentences.

1. People who see the flash mob feel
a) angry
b) surprised
2. Chris doesn't want to tell Gina about the flash mob, because
a) he is embarrassed about it
b) the location is a secret
3. Gina says she will follow Chris around, because
a) she wants to know about the flash mob
b) she wants to help him.

Write the gerund of the verbs.

1. put
2. begin
3. play
4. pay
5. think
6. call

Listen  to the verbs and repeat. Pay attention to the /iz/ sound.

Listen  to the sentences and practice saying them.

1. Chris doesn't like dancing.
2. I hate cleaning.
3. You're not moving.
4. They spend a lot of time helping.

Work in groups. Talk about what you like doing and invent a hobby. Share your ideas with the class. Vote on the best hobby.


if they have seen or participated in one. Encourage volunteers to share their experiences.

Answer: 1

Track 9 (See page 202.)

B Have students read the sentences. Elicit possible answers. Play the track again and have students mark the sentences true or false. Check as a class. Ask students if the conversation is formal or informal and why. Repeat the track if necessary.


Answers: 1. T, 2. F, 3. T, 4. F


C Have students complete the activity individually and compare answers in pairs. Play  Track 9 again if necessary. Check answers as a class.

Answers: 1. b, 2. b, 3. a

D Elicit what a gerund is: *the -ing form of a verb*. Remind students that some verbs have special spelling rules when adding *-ing*. Have them complete the activity individually. Have volunteers write the answers on the board. Check spelling as a class, focusing on the words that have double letters.

Answers: 1. putting, 2. beginning, 3. becoming, 4. paying, 5. thinking, 6. calling

▲ Ask volunteers to say some gerunds from activity D and tell them to pay special attention to the ending of the word. Isolate and say the /ɪŋ/ sound a few times so students can recognize it. Play  Track 10 and ask students to pay attention to the ending of the words. Repeat the track and have students repeat the gerunds. Invite volunteers to say the words. Correct their pronunciation of the /ɪŋ/ sound as necessary. Play the track again to provide extra practice. Track 10 (See page 202.)

E Have volunteers say the /ɪŋ/ sound aloud. Play  Track 11 and have students repeat the sentences. Encourage some volunteers to say the sentences and check pronunciation as a class. Track 11 (See page 202.)

F Ask students to get together in groups. Have them talk about what they like doing and invent a hobby. Encourage them to share their ideas and have the class vote on the best hobby.

CLASS 4

Objectives: Giving reasons for likes and dislikes. Identifying differences between American and British English.

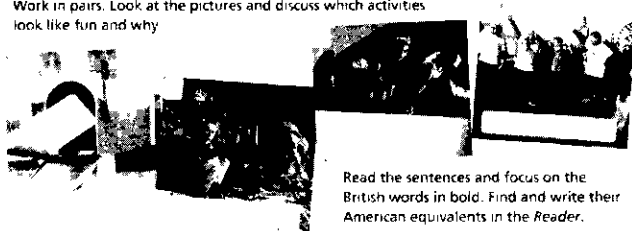
Language: *I enjoy finding things and solving problems. Let's meet at the underground station.*

Game: Hobbies Bingo

Elicit more than twelve hobbies and write them on the board. Ask students to draw a 3 x 3 bingo grid in their notebooks. Have students choose six hobbies they like and three they don't like from the board and write one in each square in their grid. Read aloud hobbies from the board at random. Have students mark the corresponding squares on their bingo grids. The first student to mark three squares in a row in any direction and shout *Bingo!* wins the game.

Class 4

Work in pairs. Look at the pictures and discuss which activities look like fun and why.



Read the second part of your Reader, pages 39–43 and write the name of the hobby under the correct picture.

Read the following comments and match the people to their hobbies.

I like climbing and physical activity

I love communicating with people around the world.

I like keeping secrets and solving problems

I enjoy finding things and solving problems.

Read the sentences and focus on the British words in bold. Find and write their American equivalents in the Reader.

- We should go to the cinema on the weekend. (p. 34)
- He is running down the pavement. (p. 39)
- Let's meet at the **underground** station. (p. 41)
- I'll send you a message on your mobile phone. (p. 41)
- Send me a postcard from your holiday. (p. 42)
- There's a card for you in the postbox. (p. 42)

Choose your favorite hobby from the Reader, pages 33–44, and make notes about why it is your favorite (feelings, cost, equipment, who with, etc.).

Work with a partner. Share your opinions about the hobbies in the Reader.

Evaluate your performance using the Speaking Rubric on page 8 and write your scores below.

My partner's score: _____ My score: _____

A Have students open the *Activity Book* to page 37. Divide the class into pairs. Have students exchange opinions about the activities in the pictures. Invite students to share opinions with the class.

▲ Ask students to read the second part of the *Reader*. Have students open the *Reader* to page 39 and read the text. Remind them not to worry about specific words but to focus on a general understanding of the text. Encourage students to use the glossary at the bottom of each page. When students have finished, ask questions to check comprehension:

Page 39: *What is a traceur?*

Page 40: *What is inside the special box?*

Page 41: *What do people do in a flash mob?*

Page 42: *How does postcrossing work?*

Page 43: *What does the writer encourage you to do?*

Ask students to return to page 37 of the *Activity Book* and label the pictures. Have volunteers write the answers on the board. Check answers and spelling as a class.

Answers: 1. postcrossing, 2. geocaching, 3. parkour, 4. flash mob

Comprehension Check

Ask students to do activity B on page 44 of the *Reader*. Walk around the class and monitor their work. Check answers with the class.

Answers: 1. way to get to a place, 2. a box, 3. send secret messages on their cell phones, 4. postcards

B Have students read the comments, match the people to their hobbies (from activity A), and number the pictures. Encourage them to underline the reasons for their answers. Monitor and help as necessary. Ask volunteers to share their answers and why they chose them with the class.

Answers: (top to bottom, left to right), 3, 4, 1, 2

C Explain that American and British English have different words for some things. Read the first sentence aloud and elicit the American name for *cinema*

(*movie theater*). Have students check their answer on page 34 of the *Reader* or the *Glossary* on pages 139–143 of the *Activity Book*.

Answers: 1. movie theater, 2. sidewalk, 3. subway, 4. cell phones, 5. vacation, 6. mailbox

D Have students choose a hobby, considering different aspects, such as feelings, cost, equipment, etc. Ask them to use the *Reader* to make their notes. Explain that they can use the information from the text and their own ideas.

▲ On a separate sheet of paper, have students write some questions to interview their partners about the hobbies they chose in activity D. Divide the class into pairs. Tell students to interview each other and to record their partners' answers on the sheet. Encourage them to clarify their doubts by asking further questions and to keep their notes and questions in their *Evidence Folder* to keep track of their progress.

▲ Encourage students to use the *Speaking Rubric* on page 8 to evaluate their performance and write down their scores.

Ongoing Assessment: Questions and Sentences

Use this activity to assess students' progress with the rubric below or a similar one. Mark ✓ or ✗ according to your students' performance:

- ___ solves doubts by asking and answering questions
- ___ develops rapport in oral interactions

Game: Picture Charades

Prepare a list of hobbies. Divide the class into two teams and have each team select a leader. Have the leader from one team come to the front. Show the student a word from the list and tell him or her to draw clues on the board. Have the rest of the team guess the hobby. Allow three guesses. Give the team a point if they guess correctly. Repeat with the leader of the other team.

CLASS 5

Objective: Confirming information and asking questions

Language: *You work hard, don't you?*

Spelling Bee

Have the class stand in a circle. Choose words from the *Reader* for students to spell. Have one student say the first letter of the word and continue around the circle with each student adding another letter until the full word has been correctly spelled. Have students who say an incorrect letter sit down. Continue with other words. The last student standing at the end wins the game.

Question Tags and Intonation

Intonation is especially important in conveying meaning in question tags. When asking a real question, we use rising intonation in the tag: *You're not leaving, are you?* (rising intonation). When confirming information or making conversation, we use falling intonation in the tag: *It's hot today, isn't it?* (falling intonation).

A Have students open the *Activity Book* to page 38. Elicit the main verbs and have students circle them. Tell them to underline the question tags individually. Check as a class.

Answers: *Main verbs* 1. work, 2. sounds, 3. (don't) like, 4. (can) go, 5. (a)'re;

Tag questions: 1. don't you? 2. doesn't it? 3. do they? 4. can't you? 5. aren't you?

▲ Divide the class into pairs. Tell them to analyze the examples in activity A and discuss the questions. Encourage students to use the *Grammar Reference* on page 133 of the *Activity Book* for further reference. Have volunteers share their answers with the class.

Answers: 1. to be, 2. the same modal verb, 3. to do

Observe in Context

Write on the board: *You are American, aren't you? Jane doesn't like knitting, does she?*

Have a volunteer underline the statements and circle the question tags. Have the class notice that if the verb in the statement is affirmative, the tag is negative, and vice versa. Have students look for examples of question tags in their *Reader*, pages 34–43. Elicit some examples from the class.

B Have students read the sentences and identify the main verb in each one. Then have them match the sentence halves. Do not check answers yet.

Answers: (from top to bottom) 3, 4, 1, 2

Class 5

Read the examples from your *Reader*, pages 33–43. Circle the main verb and underline the question tags.

1. You work hard, don't you?
2. It sounds like fun, doesn't it?
3. Most people don't like ironing, do they?
4. You can go around it, can't you?
5. You're sure to find a hobby you like, aren't you?

Work in pairs. Discuss the questions.

1. What verb do we use in the tag when the main verb is to be?
2. What verb do we use in the tag when the sentence has a modal verb (e.g., can)?
3. What verb do we use in the tag when the main clause contains a verb that is not a modal and not to be?

Match the sentence halves.

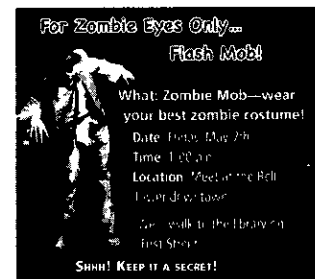
1. You have some make-up I can borrow,
2. You're doing another flash mob,
3. Last time, it was a zombie mob,
4. You aren't interested in joining us

_____ wasn't it? ↑ ↓
 _____ are you? ↑ ↓
 _____ don't you? ↑ ↓
 _____ aren't you? ↑ ↓

Listen to Dan and Sheila having a conversation. Circle the (↑) if the person's voice goes up when saying the question tag, or (↓) if it goes down.

Work in pairs. Discuss how the voice changes affect meaning.

Read the poster. Use the information on it to complete the dialogue.



May: We have to bring _____ our best zombie costume, 2) _____ we?

Rick: Yes, we do. It 3) _____ at noon, 5) it?

May: No, it isn't. It's at one o'clock.

Rick: Oh, good. We don't meet at the library, 4) _____?

May: No, we don't. We meet at the Bell tower. Then we can all walk to the library together. 5) _____?

Rick: I don't know! You're a pretty zombie!

Use the information on the poster to write two more question tags.

1. _____?
2. _____?

Work in pairs. Ask and answer questions about the flash mob event to confirm and clarify information.

▲ Play **Track 12** and have students listen and check their answers to activity B. Explain that there are two types of question tags. Mention that when we use question tags to confirm information, the intonation falls. But when question tags are real questions, the intonation rises.

Play the track again and have students mark if the intonation of the tag question goes up or down. Check as a class. Repeat the track if necessary.

Answers: (from top to bottom) [↓], [↑], [↑], [↓]

Track 12 (See page 202.)

▲ Have students work in pairs. Guide them to notice how the change in intonation affects the meaning of question tags.

C Have students look at the poster and predict what it is for: *What is the poster for? What does a participant need?* Then have them use the information in the poster to complete the dialogue. Divide the class into pairs. Tell them to read the dialogue aloud together to check answers. Invite a pair to read the dialogue aloud.

Answers: 1. wear, 2. don't, 3. isn't, 4. do we, 5. can't we

▲ Write on the board: *don't you?, aren't you, wasn't it?, are you?, will you?* Have students write questions using these tags.
Answers: *Answers may vary.*

▲ Divide the class into pairs. Have them ask and answer questions about the flash mob event. Tell them to make sure they use the right intonation to confirm information or ask a real question, and to answer accordingly.

CLASS 6

Objective: Understanding and presenting information about hobbies

Language: *Millions of people collect these pieces of paper. People like them because they are unique.*

A Have students open the *Activity Book* to page 39. Ask them what they can see in the picture: *stamps, a magnifying glass.* Have them discuss the questions in pairs.

▲ Have students look at the title and pictures, and make predictions about the text: *What do you think the text is about? Where can you find texts like this? Who reads texts like this? What type of information do you think you will find in it?* Have students read the text and check their predictions. Remind them not to focus on words they don't know, but to read to check their answers to activity A. Invite volunteers to share their answers with the class.

Answers: 1. stamps, 2. *Answers may vary.*

B Ask if any students collect stamps. If there are any collectors in the class, invite them to talk about their collection. Then have students answer the questions individually. Check answers as a class. Encourage students to watch the video about expensive and rare stamps.

Answers: 1. Britain. 2. Queen Victoria. 3. Switzerland. 4. Because it has a mistake. (It should be blue, but it is yellow.) 5. A notebook, glue, and scissors.

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.


C Students can decide who will read the results of the questionnaire to write them down or take turns reading aloud so that everybody has a chance to participate. They might also want to compare and correct notes before continuing.

▲ Once they confirm the information, students can discuss the results. Then they may decide to read the questions individually or together as a group before drawing conclusions.

▲ To conclude, students choose the two most popular hobbies. Then they may want to divide their product group into pairs or groups of three and work together to write a short description about one of the most popular hobbies, using the article in activity A as a model.

Personalize It!

Class 6



Work in pairs. Look at the picture and answer the questions

1. What does the person collect?
2. Do you think this is an expensive hobby? Why or why not?

A Hobby for Everyone

When you get a letter, you throw the envelope away, don't you? But wait. Check out the stamps on the envelope. Millions of people collect these pieces of paper.

The first stamps were from Britain. Queen Victoria was on the very first stamp. However, the most expensive stamps are from Switzerland. It is worth about \$2.3 million! Why? The stamp has a mistake. It should be blue, but in fact it is yellow.

Stamp collecting is not as popular as it was, but a lot of people still do it. There are still about 200 million stamp collectors around the world today.

Read the article and check your answers to exercise A.

Answer the questions with information from the article

1. Where was the first stamp from?
2. Who was on it?
3. Where is the most expensive stamp from?
4. Why is it expensive?
5. What do you need to collect stamps?

Learn about Young Collectors on stamps.org to extend your knowledge on this topic further.

Work in your product groups. Collate the results of the questionnaire interviews from Step 1.

Question 1 a b c d

Question 2 a b c d

Question 3 a b c d

Question 4 a b c d

Question 5 a b c d

Question 6 a b c d

Confirm information and discuss the results.

Use the questions to draw conclusions

1. Which is the hobby people like most?
2. Which is the hobby people like least?
3. What were the reasons for people's answers?

With a partner from your group, write a short description about one of the most popular hobbies. Use the article above as a model.

With your group, read and discuss the Speaking Checklist. Then present your ideas to the class.

Speaking Checklist

- ✓ Take turns to speak
- ✓ Listen and respond to others' ideas
- ✓ Show interest

Keep your hobby description and other subproducts for Step 4.

▲ Students read and discuss the *Speaking Checklist*. They might do it with their product groups or compare ideas with another group. Explain that the points marked in the checklist are things we have to take into account when we are presenting or having a dialogue. Groups can discuss and decide in which order they will present the ideas about collecting to the class before having a discussion and giving feedback to each other.

Design a Stamp

Tell students to think of a design for their own stamp. Explain that they can use well-known people, celebrate upcoming events, or include a message they want to deliver (*Save the Environment*). Have students draw the design. Invite students to present their stamps to the class.

CLASS 7

Objective: Discussing positive and negative aspects of hobbies

Language: *At On the Road, I write about my experiences and racecar driving in general. She hates her uniform because it gets very hot inside the car.*

Class Discussion

Elicit from the class what a blog is: *a personal website*. Ask if any students have one, or if they follow other people's blogs. Encourage volunteers to share their experiences. Ask students what type of information people include in blogs. If you have Internet access, project some blogs for the class to look at.

A Have students open the *Activity Book* to page 40. Ask them to describe the pictures. Divide the class into pairs. Ask them to identify where the text is from. Check the answer as a class.

Answer: a blog

B Ask students to read the text again and look at the sentences. Have them decide which sentences are true and which are false. Check answers with the class.

Answers: 1. T, 2. F, 3. T, 4. F, 5. F

C Ask students to scan the blog and highlight the connectors. Tell them to read the ideas joined by the connectors and match them to their use. Check the answers as a class.

Answers: (from top to bottom) 1, 3, 4, 2

D Divide the class into pairs. Tell students to list the positive and negative aspects of Jackie Carter's hobby in the table. Tell students to use connectors to give reasons for the aspects they mention.


Product Step 4

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

Class 7

Read the text. Where do you think it is from? Check (✓) the correct answer.

a catalog a news magazine a blog a social media post



Read the text again and write T (true) or F (false).

- 1 Jackie drives over 160 kms per hour.
- 2 Jackie's hobby is racebike driving.
- 3 Racecar driving is dangerous.
- 4 She likes her uniform.
- 5 Jackie complains about her team.

Find these connectors in the text. Then match each word to how we use it.

| | |
|--------|-----------------|
| 1. but | 3. and |
| 2. or | 4. because / so |

To join statements that contrast
 To say ... or plus
 To introduce the reason for something
 To indicate an option or choice

Work in pairs. List the pros and cons of Jackie Carter's hobby in the table.

| Pros | Cons |
|------|------|
| | |

Work in your product group. Share your hobby descriptions from Step 4 and make a list of the pros and cons of both hobbies in a table like the one above.

Use the Self-Check to evaluate your participation in the discussion.

Self-Check YES ✓

Exchange information

I expressed my opinions

I expressed my point of view in favor or against

I included relevant details

Keep your hobby descriptions and the list of pros and cons for Step 5.

E Students take their notes about a hobby out of their *Evidence Folder*. They can exchange notes or take turns reading them aloud and share their ideas with the rest of the group. Then they might want to decide who is going to take notes to make a table with the pros and cons of both hobbies using the table in activity D as a model. Remind them to use the connectors from the previous activity.

▲ Students can use the *Self-Check* box to evaluate their interview. They may want to read the information together and provide feedback to each other before deciding if the activities are done. They could also appoint a person to take notes so that they can keep their information in their *Evidence Folder* for the next step.

CLASS 8

Objective: Planning and writing a blog

Language: *I'm really good at... My hobby is...*

like, love, and hate

Write one thing you like, one you love, and one you hate on the board. Invite students to guess your feelings about the things by asking question tags: *You hate spinach, don't you?* Divide the class into groups. Have each student tell the group members three things they like, love, and hate, but not in that order: *cats, hamburgers, rain*. Then have the other students ask question tags to guess: *You hate rain, don't you? You don't like cats, do you? You love hamburgers, don't you?*

A Have students open the *Activity Book* to page 41. Elicit what they think the girl in the picture is doing. Divide the class into pairs. Have students discuss the questions. Tell them to use the blog on page 40 for reference if necessary.

Answers: *Answers may vary.*

B Read aloud the *Writing Checklist* and have students follow along in their books. Have students check Jackie Carter's blog and say which items it includes. Encourage volunteers to give ideas that can make the blog more interesting or have a bigger audience. Encourage them to look at more blogs on topics of interest online.

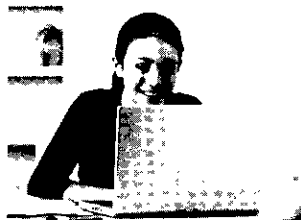
C Have students use their product notes to complete the chart about the hobby they chose. Remind them to think about their personal characteristics, talents, and preferences. Ask students to compare their charts in pairs. Encourage volunteers to share their notes with the class and to look at blogs on their favorite hobbies online.

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

Class 8

Work in pairs Discuss the questions.



1. Who are blog posts for?
2. What kind of information do writers of blogs share?
3. What other things do blogs have?

Read the *Writing Checklist* to check that the blog on page 41 includes all the points.

Writing Checklist

A Blog

- ✓ Introduce yourself and the hobby
- ✓ Attract attention with an interesting fact about the hobby
- ✓ Say why you like the hobby
- ✓ Mention a negative aspect, but follow with something positive

Divide your product groups into two groups and choose one of the hobby descriptions from Step 4 and the list of pros and cons.

- ✓ Look at blogs on your favorite hobbies online.

Take out your product notes. Organize them in the chart.

Hobby:

Interesting fact:

Why you like it:

Positive and negative aspects:

With your product partners write a blog about your favorite hobby. Use the blog on page 40 as a model and the paragraph plan and the *Writing Checklist* to guide you.

Paragraph 1: Say your name and talk about the positive aspects of your hobby.
Hello, I'm [name]. My name is [name]. I like [hobby]. I'm really good at [hobby].

Paragraph 2: Talk about negative aspects. It isn't always [hobby]. I hate [hobby]. I don't like it when [hobby].

Paragraph 3: Conclude your passage. I hope you've enjoyed [hobby]. Overall, I love [hobby]. My hobby is [hobby].

In your product groups, exchange blogs. Use the *Writing Rubric* on page 8 to evaluate each other's work.

Write a final draft of your blog. Make sure everyone has a copy of the final blog.

- ✓ Keep your blog for Step 5.

41

CLASS 9

Students will write a blog post about their favorite hobby. You can have each product group divide into two smaller groups and decide how to designate which hobby each group is going to write about.

D You can suggest students use their product notes to complete the chart about the hobby they chose. You might want to remind them to think about their personal characteristics, talents, and preferences. Students can compare their charts with their group's or with the class.

E Groups may decide if somebody is going to take notes or if they are going to take turns writing notes. They may use the paragraph plan as a guide. You might suggest they use the blog on page 40 as a model if they need help.

▲ Students exchange blogs and evaluate each other's work. They might want to write down notes or give oral feedback. They can also use the *Writing Rubric* on page 8 if needed.

▲ Students may ask and answer further questions about each other's hobbies to complete their notes. Then they write their final draft of their blogs and store them in their *Evidence Folder*.

Ongoing Assessment: A Blog

Use this activity to assess students' progress with the rubric below or a similar one. Mark ✓ or ✗ according to your students' performance:

- ___ organizes text into paragraph
- ___ uses correct spelling and punctuation
- ___ uses connectors

Objective: Assessing own performance
Language: *Speech is easily understood.*

Product Step 6

The students will finalize work on the *Unit Product* in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

Class 9
Product

A Discussion about Hobbies

Work with a partner from a different product group. Read each other's blogs. Think of additional information you want to know about the hobby.

With the same partner, express your opinion and ask and answer questions about the hobby. Use the blog description of your hobby to answer some of your partner's questions and confirm or question their opinions.

Use this rubric to assess your performance and that of your partner.

| Dialogic Rubric | | | |
|------------------------------|---|---|---|
| | 4 | 3 | 2 |
| Use of language | Uses a variety of vocabulary. Uses the grammar of the unit with minor mistakes. | Uses some variety of vocabulary. Uses the grammar of the unit, but makes many mistakes. | Little variety of vocabulary. Incorrect use of grammar from the unit. |
| Fluency | Speaks in complete sentences with no or almost no hesitation. Connects sentences and ideas. | Speaks in complete sentences with some hesitation. Sometimes connects ideas. | Does not speak in complete sentences. Does not link ideas. |
| Pronunciation | Speech is easily understood. | Speech is sometimes difficult to understand. | Speech is difficult to understand most of the time. |
| Contribution to the dialogue | Leads the dialogue. Participates confidently. | Participates in the dialogue with some hesitation. Sometimes starts the dialogue. | Almost no participation. Only answers when necessary and does not expand ideas. |
| Total | | | |

Work in your product group. Give feedback to each other. Use the questions as guidance.

1. In which category did you have more points?
2. In which category did you have fewer points?
3. Which member of your team had the highest score in that category? Ask that person for advice.

A Students choose a partner from a different product group. They can take turns reading their blogs aloud or read them silently. Then, they might write notes or think about additional information they want to ask about the hobby.

B Partners decide who is going to be the first to ask questions. They might use their blog descriptions for support to answer.

C Students can use the rubric to assess their own performance and their partner's. They might also give themselves and their partners a score using the rubric.

D Product groups read the questions. They may use them as a guidance to give each other feedback. Groups keep their reviews of their performance in their *Evidence Portfolio*.

| Category | Inadequate (4–5 points) | Reasonable (6–8 points) | Excellent (9–10 points) |
|------------------------|--|--|--|
| Grammar and Vocabulary | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. | Uses simple structures correctly, but still systematically makes basic mistakes. | Uses a repertoire of structures and vocabulary reasonably accurately. |
| Discourse Management | Needs help using cohesive devices to link his/her discourse. | Can use cohesive devices with some hesitation. | Can use cohesive devices easily to link his/her utterances into clear, coherent discourse. |
| Pronunciation | Speech is difficult to understand most of the time. | Speech is sometimes difficult to understand. | Speech is easily understood. |
| Interaction | Can ask and answer questions in role play only with constant support and using basic structures. | Can answer questions and respond to simple statements with some hesitation, but still participates in role play. | Can interact with some confidence and little hesitation in role play. |

CLASS 10 Review

Objective: Asking for and confirming information

Language: *Carrie paints beautiful pictures, doesn't she?*

Game Complete My Tag

Divide the class into teams A and B. Have each team write ten statements in various tenses. Have a member of team A stand up while a member of team B reads aloud their first statement. The member of team A should add the tag. If the student is correct, team A gets a point. Repeat with teams taking turns reading their statements and adding tags. The team with the most points after all questions have been read wins the game. Review how to form question tags if necessary.

A Tell students to complete the questions to clarify or confirm information. Monitor the activity and allow them to check the *Grammar Reference* on page 133 to clarify the rules, if needed.

Answers: 1. don't you, 2. collects, 3. is it, 4. doesn't do, 5. isn't it

B Tell students to open the *Activity Book* to page 43. Write verbs on the board and have students come up and write the gerund form: *swim, have, try, go*, etc. Review the rules for spelling the *-ing* form of the verb. Have students complete the sentences individually.

Answers: 1. making, 2. doing, 3. collecting, 4. painting, 5. playing

A Explain to students that now they are going to write sentences about their own preferences, using the verbs from the box. Encourage students to use different words to express their preferences (*enjoy, hate, love*, etc.) to write their sentences.

Answers: *Answers may vary.*

Review
Class 10

Complete the questions.

- You play football, _____?
- She _____ (collect) stamps, doesn't she?
- This hobby isn't expensive to do, _____?
- He _____ (not/practice) karate on Saturdays, does he?
- That book is very interesting _____?

Complete the sentences with the correct form of the words in the box.

play collect do paint make

- Do you like _____ Christmas decorations?
- What do you like _____ in your free time?
- Hubert hates _____ stamps because good ones are expensive.
- Gretchen doesn't like _____, but she is really good at it.
- I love _____ baseball even more than I love watching it!

Use the verbs in the box to write sentences about your own likes and dislikes.

- I like _____.
- _____.
- _____.
- _____.
- _____.

Check your answers to activities A and B complete the *Review Questionnaire*.

Review Questionnaire

Reflect on your performance and answer the questions

- Did you finish the review on time?
- What was the easiest activity for you?
- What was the most difficult activity for you?

C Have students use the answer key on the page to check their answer and get their score. Then, invite them to reflect on their performance while answering the *Review*. Ask: *Was it difficult for you to answer the Review? Could you easily use and recognize what you learned in the unit?* Have them answer the *Review Questionnaire* at the bottom of the page.

Self-Evaluation

Have students turn to page 44. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their collaboration to their product team, their progress, and what they learned.

Have students work with their product partners and look at the *Evaluate Your Collaboration* section. Tell them to analyze and reflect on their product and fill out the checklist.

Individually have students take out their *Evidence Folder* and look at their works. Ask them guide questions: *Can you see a progression? How was your performance in the first activity compared to the last one?* Invite them to complete the sentences from the *Evaluate Your Progress* section honestly.

Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the outcomes and use the scale to grade their learning. Motivate students to reflect on possible improvements. Invite them to think of ways to improve their performance and give your own suggestions. Ask them to reflect on the suggestions they learned and make notes of them. Explain they can use those suggestions for further development.

Self-Evaluation

Evaluate Your Collaboration

▲ With your product group, decide on a rating for your group's performance during this project (1-5, 1 = lowest, 5 = highest).

Product Collaboration Checklist

Names: _____ and _____
Product: _____ Date: _____

- 1 Our group was organized and we worked quickly.
- 2 Our group was able to work without a lot of help from the teacher.
- 3 We gave each other constructive feedback.
- 4 Everyone in the group had the necessary material to complete the project.
- 5 We worked in harmony and we were respectful with each other.

Evaluate Your Progress

▲ Look at the work you have collected in your evidence folder. Add pictures from the hobbies that you and your classmates like. Check your progress throughout the unit and complete the sentences.

During the unit, I collected _____ out of six activities for my Evidence Folder.

Looking at my evidence, I can see that I improved _____.

I learned I'm good at _____.

I learned I have to work more on _____.

Evaluate Your Achievements

▲ Read the learning outcomes and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

I can listen to and identify likes and dislikes in dialogues.

I can understand the general sense and main ideas of dialogues.

I can express compliments, likes, and dislikes.

▲ Reflect on each learning outcome and write a comment or suggestion.

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Before You Start

- 1 Work in groups. Look and describe the pictures. Answer the questions.
 - a. When do people do the activities in the pictures?
 - b. Which place near your area would you visit together?
 - c. What activities do you suggest doing there?
- 2 Think about your participation.
 - a. Did you suggest activities for the trip easily?
 - b. Did you express agreement or disagreement with your classmates' suggestions?

Academic and Educational Environment

The social purpose of this unit is

- ▲ to agree with others on a travel itinerary.

To do this, you will

- ▲ seek 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 come to an agreement.

All of these activities will build up to the final product.



P A Field Trip Itinerary

| Steps | Activities | Evidence Folder |
|-------|---|-------------------------------|
| 1 | Write a list of places to visit on a field trip and add activities that you can do in each place. | List of places and activities |
| 2 | Make notes on your team's suggestions to agree on a place for a field trip. | Notes with suggestions |
| 3 | Make a list of musts and recommendations when visiting a place. | List of recommendations |
| 4 | Come up with a plan of activities to do on the field trip. | Field trip plan |
| 5 | Write a travel itinerary for your field trip. | An itinerary |
| 6 | Present your itinerary to the rest of the class. | Peer review or performance |

Unit 4

Class 1

CLASS 1

Objective: Describing events in a story.

Language: *Jeremy wants to visit Coney Island. Grace tries taking a taxi.*

Before you start...

1 Have students work in groups. Tell them to open the *Activity Book* to page 45. Ask students to look at the pictures or project the Unit 4 images on the *Class CD*. Ask students to describe the pictures to their groups and answer the questions. Encourage students to extend their answers. Discuss with the class.

2 Have students work individually. Ask them to think about their participation in the previous activity and answer the questions. Invite students to share their answers with a classmate.

A Have students turn to page 46 in the *Activity Book* and read the instructions. Elicit the title of the text and ask them what they think the reading will be about. Write their ideas on the board. Then have students open the *Reader* to page 45 and identify the title of the story: *A New York Adventure*. Ask them what comes to mind when they think of New York and what they know about the city. Then read aloud the pre-reading questions and encourage students to predict what the story is about: *What do you think the story is about? Who do you think the people in the picture are? What problems might they have?* Divide the class into groups to discuss the questions. Have volunteers write their ideas on the board.

Read the first part of the text "A New York Adventure" on pages 46–52 of your *Reader*

Complete the notes below about the trip in the text.



Place

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Complete the descriptions with words from the box

... museum ... field trip
transportation ...

1. Amy ... is a visit to a place for students to learn about something
2. ... is a way to travel from one place to another
3. Amy ... is a place where you can see important objects
4. Amy ... is a ... that crosses a river on a regular basis
5. Amy ... is a place where people can play games and go to
6. Amy ... is an object that you buy to remember a place or event

Form a product group. Think about the story of the field trip in your *Reader* and answer the questions

1. Where would you like to go on a field trip?
2. What places would you like to visit?
3. What activities could you do in some of those places?

With your group, make a list of places to visit on a field trip. Then make notes like the ones in activity B for each place.

- Keep your list of places to visit on a field trip and notes for Step 2 of the product

To find more information about places to visit in Mexico, go to <https://www.roughguides.com/destinations/northamerica/mexico/>

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Have students read pages 46–52 silently. Tell them not to worry about specific words but to focus on general understanding. Point to the predictions on the board. Have volunteers correct the ideas on the board.

Comprehension Check

Tell students to do activity A on page 58 of the *Reader*. Allow them to look back at the story to check their answers. Check with the class.

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

B Have students open the *Activity Book* to page 46. Ask students to describe the picture. Divide the class into pairs and have them complete the notes about the trip to New York. Ask students to share their answers.

Answers: *Place:* New York, *Day 1:* Museum of Natural History, *Day 2:* Liberty Island and Central Park, *Return time:* 6 p.m.

C Read the second part of the sentences and ask students who does each of the things mentioned: *Who wants to visit Coney Island? Jeremy.* Divide the class into pairs and have them do the activity. Then have them use the *Reader* to check their answers.

Answers: (from top to bottom) 3, 5, 6, 2, 1, 4

D Have students read the words in the box. Ask them to look for any words they don't know in their *Reader*, and try and deduce the meaning of the word from the context of the story. Then read aloud the first sentence and elicit the missing words. Tell students to complete the sentences. Check answers with the class. Encourage students to use the *Glossary* to look up words they do not understand.

Answers: 1. field trip, 2. Transportation, 3. museum, 4. ferry, 5. amusement park, 6. souvenir

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. It is also recommended for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

E Students work in their *Product* groups. They consult the *Reader* so they can answer the questions. You may monitor the activity and encourage students to check answers and receive feedback from each other.

F Students continue to work with their *Product* groups. You might want to walk around the class to encourage students to work together to create their list of places. Students may help each other think about the different types of activities they can do at each location and take notes. They can use the note template in activity B as a model. Invite students to keep their list of places for future use.

CLASS 2

Objectives: Making suggestions. Agreeing and disagreeing.
Language: *Shall we get a taxi? Why not? That's a good idea.*

Stand and Deliver

Ask a volunteer to write the title of the story on the board: *A New York Adventure*. Elicit what the story is about. Give students some time to read pages 46–52 from the *Reader* individually. Ask comprehension questions:

Page 46: *Why are the students excited?*

Page 47: *What can students do on the second day of the trip?*

Page 48: *What is close to Central Park?*

Page 49: *How does the class travel to New York?*

Page 50: *What does the group do on Liberty Island?*

Page 51: *Why do they take the subway instead of a taxi?*

Page 52: *What happens on the way to Central Park?*

Work in pairs. Complete the chart with the following sentences from your *Reader* pages 46–52.



1. Let's get another...
2. That's a good idea.
3. I'm not so sure.
4. Shall we go to Central Park now?
5. Why don't we use public transportation?
6. Why not?

Making Suggestions

How about going to the museum?

Agreeing

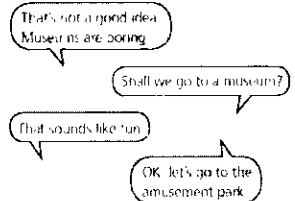
OK, fine.

Disagreeing

This isn't a good idea.

Class 2

Read the following comments and order them, from 1 to 4, to make a conversation.



Imagine you are on a field trip. Complete the dialogue using the ideas in parentheses.

A: Let's visit the museum.

B: (disagree)

(make another suggestion)

A: (disagree)

(make another suggestion)

B: (agree)

In your product groups, take out your list and notes of places to visit on a field trip. Choose a place and share it with your group. Give reasons to support your choice.

Make notes on everyone's suggestions and ideas and come to an agreement about a place to visit.

Evaluate your performance using the *Speaking Rubric* on page 8 and write your scores below.

My partner's score: _____ My score: _____

Keep your notes with suggestions and other subproducts for Step 3 of the product.

Making Suggestions, Agreeing, and Disagreeing

We make suggestions when someone has to decide what to do or when we give advice on what to do in a certain situation. There are a number of expressions for making suggestions in English, like *Let's visit Anna tomorrow. Why don't we go to the movies? Shall we call the doctor?*

There are different ways to express agreement or disagreement, some more formal than others, and some expressing more or less enthusiasm. Examples of phrases for agreeing include *OK, fine. I (totally) agree. That's a good idea. That sounds good.* Examples of disagreeing include *I'm not so sure. This isn't a good idea. I disagree. I don't think this is OK.*

A Have students open the *Activity Book* to page 47. Divide the class into pairs. Tell students to find the sentences in the *Reader* and read the surrounding text. Then have them classify the sentences in the chart. Encourage volunteers to role play short dialogues using the expressions to make suggestions, to agree, and to disagree.

Answers: *Making Suggestions:* Let's get another train. Shall we get a taxi? Why don't we use public transportation? *Agreeing:* That's a good idea. Why not? *Disagreeing:* I'm not so sure.

B Ask volunteers to read the sentences aloud. Elicit how many speakers there are: *two*. Have students number the speech bubbles in order.

Answers: (from top to bottom) 2, 1, 4, 3

C Divide the class into pairs. Ask students to use the prompts in parentheses to write a dialogue about a field trip.

Answers: *Answers may vary.*

Product Step 2

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating.

D In their product groups, students choose a place from their list and notes for places to visit on a field trip. They then decide who is going to represent the group to share their ideas with the rest of the class. You may encourage students to make suggestions, agree and disagree with the other members of their group, and engage in a debate to give reasons if they think certain places are better than others.

▲ Students can take notes while listening to the others' ideas so that they can discuss and come to an agreement about a place to visit. You may suggest they think about places they have already visited and know they can have a good time. You might want to monitor and take notes or make suggestions as students are working to provide feedback.

▲ Refer students to the *Speaking Rubric* on page 8. Explain that they can use the rubric to evaluate their participation. Students may work together to come up with suggestions for how to improve their fluency. They should keep their lists from activity D in their *Evidence Folder*.

Ongoing Assessment: Suggestions for a Trip

Use this activity to assess students' progress with the Rubric below, or a similar one:

Mark ✓ or ✗ according to your students' performance:

___ makes proper suggestions

___ speaks fluently

___ uses grammar and vocabulary correctly

CLASS 3

Objectives: Making plans for a day out. Emphasizing words to change the meaning of sentences.

Language: *Steve does not want to go to any museums. We leave Central Park around 10:00 and go to Times Square.*

Make a Crossword

Write *m* for *museum* in a square followed by five more squares for the other letters. Tell students the clue to guess the word: *a place you visit to see interesting or valuable objects*. Once they guess,

have students copy the word into their notebooks. Divide the class into pairs. Tell them to create their own crossword, adding more words related to places to visit. Then tell them to write a clue for each word. Have two pairs work together. Tell them to exchange crosswords to solve. Invite a volunteer to draw their crossword on the board for the class to solve.

A Divide the class into groups. Tell students to open the *Activity Book* to page 48. Tell students to discuss the questions, and encourage them to justify their answers. Have volunteers share their reasons with the class.

Answers: Answers may vary.

B Have students look at the pictures. Elicit what they know about each place. Write their answers on the board. Have students read the instructions and tell them to pay attention to the places the family plans to visit. Play **Track 13** only once. Tell students to compare their answers in pairs. Check answers with the class.

Answers: Central Park, Times Square, the Empire State Building, the Statue of Liberty
Track 13 (See page 203.)

C Tell students to read the sentences and try to remember the answers. Play **Track 13** again and have students complete the activity individually. Check answers. Divide the class into pairs. Have them correct the false statements. Have volunteers write their sentences on the board. Check answers and spelling as a class.

Answers: 1. T, 2. F (They decide to take the subway, not walk.), 3. T, 4. F (They want to take the ferry, not the train), 5. T

D Explain that by emphasizing different parts of a sentence, we give the sentence different meanings. Play **Track 14** and have students underline the words with the most emphasis in each version of the sentence. Check by having volunteers say the sentence in different ways.

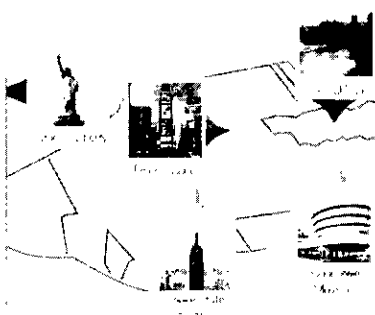
Answers: 1. Central Park, 2. 10:00
Track 14 (See page 203.)

Class 3

Work in groups. Discuss the questions.

1. What types of places do people like to visit in your country? Why?
2. Is it a good idea to plan trips? Why or why not?

Listen **12** to a family talking about their trip to New York and mark (✓) the pictures of the places they plan to visit.



Listen 14 to the following sentence twice, and underline where the emphasis is in each sentence.

1. We leave Central Park at around 10:00.
2. We leave Central Park at around 10:00.

Work in pairs. Discuss how the emphasis changes the meaning of the sentences.

Practice saying the sentence with different intonation. Have your partner identify the meaning you want to convey.

Work in pairs. Imagine a friend is visiting you. Discuss the following questions and make plans for a day out in your area.

1. What interesting things can a tourist do in your area?
2. How long does each activity take?
3. Are the activities done in a specific time of the day (morning, night, lunch time)?
4. Where does each activity take place? Are the places close to each other?

Write a summary about your group's plan. First, we can go to. Then. After. At. In. We.

Use the Self-Check to evaluate your summary.

Self-Check Yes No

Consult information to build arguments

- I analyzed information to support my choices.
- I lacked information to propose plans.
- I take out options based on information.

48

A Divide the class into pairs. Tell them to discuss what the important information in each sentence is. Encourage students to support their answers. Check with the class.

Answers: In sentence 1, the place they leave is the most important element in the sentence. In sentence 2, the time they leave is more important than where they leave.

A Tell students to continue working in pairs. Ask them to take turns saying the sentences in different ways to change their meanings and identifying the meaning of the sentence. Encourage pairs to say their sentences for the rest of the class. Have volunteers say how the emphasis changed the meaning of the sentences.

E Divide the class into product groups. Have them brainstorm places to visit. Ask them to plan a day out, taking into account transportation, time to get to each place, how long to stay in each place, and any other details the students suggest. You may walk around the class and help if necessary.

A Students write a summary about their plans. You may supervise the activity walking around the class, making sure students use proper grammar and spelling. Instruct students to keep their notes in their *Evidence Folder*.

▲ Students read the *Self-Check* box and use it to make sure they meet the requirements and applied the statements to activity E.

Game: Guess the Place

Divide the class into two teams. Invite a student from one team to the front of the class to describe a famous travel destination in their country. The other team can ask up to five questions to help them guess the answer. If they are correct, they get a point. If they don't guess correctly, the other team gets the point. Invite a student from the other team to the front of the class and play again. The team with the most points wins.

CLASS 4

Objective: Suggesting ideas and reaching agreements about plans for a trip

Language: *The girls are hungry. Let's visit the Statue of Liberty.*

Think and Tell

Ask students to open the *Reader* to page 45 and review the text. Elicit what happened in the first half of the story. Ask students to name the places the group planned to visit and write them on the board. Ask the class if the students planned their day carefully.

Assign Read

Divide the class into reading groups of five. Have each student read a different page from the *Reader*, pages 53–57. Tell them not to worry about specific words but focus on general understanding. Then have students take turns explaining what happened in their part of the story. Ask questions to check comprehension:

Page 53: *Where do Matt and Jeremy want to go?*

Page 54: *What does Grace want to do?*

Page 55: *Where does Mr. Campbell suggest going?*

Page 56: *Where does the group have to take the bus?*

Page 57: *What do the students learn?*

Comprehension Check

Tell students to do activity B on page 58. Ask volunteers to share their answers with the class and justify them.

Answers: 1. F, 2. F, 3. T, 4. T, 5. F, 6. F

▲ Have students continue working in groups. Tell them to discuss the questions in activity C. Encourage students to extend their answers. Invite students to share their answers.

A Have students work in groups and think about what will happen in the second part of the text. Invite groups to share their ideas. Write their ideas on the board. Tell students to read the second part of the text on pages 46–52. Discuss if their ideas were similar or different to the ideas in the text.

B Have students open the *Activity Book* to page 49. Ask volunteers to describe the pictures and say where the students are in each picture and what they are doing. Have students read the sentences and match the problems to the pictures. Allow them to refer to the *Reader* to check. Check answers with the class.

Answers: (from left to right) 3, 4, 1, 2

Class 4

Read the second part of the text "A New York Adventure" on pages 53–57 of your *Reader*.

Number each picture according to its problem from the text

1. The girls are hungry
2. After eating a hot dog, there is no time to go to Coney Island
3. They take the wrong subway train
4. The boys don't want to go to the museum

Complete the chart about the text


| Place | How they got there |
|-----------------------|--------------------|
| Statue of Liberty | ferry |
| Central Park | |
| Museum | |
| Empire State Building | |
| School | |

Work in pairs. Discuss the means of transportation where you live.

Write three ways the students in the text say they can improve the trip next time.

- 1.
- 2.
- 3.

Work in groups. Discuss other options to improve the students' trip next time.



Match the phrasal verbs from the text to their definitions.

| | |
|---|--|
| 1. to walk around a place and see what is there | 4. to separate one group into smaller groups |
| 2. to leave a vehicle | 5. to understand something, solve a problem |
| 3. to stop or cause to stop a vehicle | 6. to move past something without stopping |

Work in pairs. Imagine you are planning a day field trip to New York. Look at the New York map on page 48. Agree on where to visit and how to get there. Don't forget to consider how much time it would take to get there and the duration of the activity.

Write to visit Central Park, the Statue of Liberty, and the Empire State Building

C Elicit the means of transportation mentioned in the story. Have students complete the chart while you draw it on the board. Tell them to try to do the activity from memory and then confirm their answers by looking at the *Reader* again. Have volunteers write their answers on the board and check as a class.

Answers: *Statue of Liberty:* ferry, *Central Park:* walk, *Museum:* walk, *Empire State Building:* bus, *School:* (school) bus

▲ Divide the class into pairs. Tell students to list the means of transportation in their area and say how frequently they use them. Ask them to mention any problems people have with transportation in their area.

D Allow students to refer to the *Reader* to complete the activity. Ask where they found the answers: *page 57*. Check as a class.

Answers: *Order may vary:* 1. They should plan better. 2. They should pick places they all want to see. 3. They should pick places that aren't so far away from each other.

▲ Have students work in small groups. Tell them to think other ways to improve the students' trip next time. Discuss as a class.

Answers: *Answers may vary.*

E Have students complete the activity in pairs. Encourage them to use the *Glossary* at the back of their book or a dictionary to check their answers. Check as a class.

Answers: (*top to bottom*) 2, 6, 4, 3, 5, 1

F Have students work in pairs. Tell them to imagine they are going to visit New York. Encourage students to plan their field trip. They can look at the *Reader* for ideas.

Ongoing Assessment: Agreements for a Day Out

Use this activity to assess students' progress with the Rubric below, or a similar one: Mark ✓ or ✗ according to your students' performance:

- ___ can agree and disagree
- ___ expresses ideas fluently
- ___ uses grammar and vocabulary appropriately

CLASS 5

Objectives: Expressing obligation and necessity. Giving advice and options.

Language: *You must stay together. You need to go to the other side of town! We should run so we don't miss it. You don't have to visit a specific place.*

Find the Sentences

Divide the class into teams. Read aloud the following sentence:

1. *It might be the wrong one.* Have students find the sentence in the *Reader*. The first student to find it gets a point for his or her team. Repeat the procedure with the rest of these sentences:
2. *You have to work in groups of four.*
3. *You need to make sure your plans work.*
4. *You must not forget to be back by 6:00.*
5. *You don't have to visit a specific place.*
6. *We should run so we don't miss it.*

Class 5

Read the sentences and underline the modal verbs. Follow the examples



1. It might be the wrong one.
2. You have to work in groups of four.
3. You need to make sure your plans work.
4. You must not forget to be back by 6:00.
5. You don't have to visit a specific place.
6. We should run, so we don't miss it.

Work in pairs. Answer the questions about the sentences above.

1. Which sentences express obligation?
2. Which sentence gives advice?
3. Which sentence says something is not necessary?
4. Which sentence expresses necessity?
5. Which sentence expresses possibility?

Underline the correct options to express obligation, necessity, or advice.

1. There are no trains, so we have to / don't have to travel by bus.
2. We might / don't have to have time to see the Statue of Liberty.
3. The rules are: you must / might speak English on the trip.
4. I think we should / need to visit the museum.
5. It's late. You need to / might take a taxi.

Complete the sentences with *must*, *must not*, or *don't have to*.

1. We have plenty of time before the plane leaves. We _____ leave now.
2. You _____ take food or drinks on the bus. That's the rule.
3. If you want to see the museum exhibit, you _____ buy a ticket.
4. I _____ look at the menu. I know what I want to eat.
5. This is a secret, so you _____ tell anyone what I tell you.
6. Everyone _____ get a passport in order to leave the country.

In your product groups, take out your subproducts from previous steps. Imagine that you are visiting the place you chose in Step 2. Using the sample sentences in activity A as a model, make a list of recommendations for the trip.

Discuss and agree on a final list of recommendations.

Use the Self-Check to evaluate your performance. Share your lists with the class.

- Self-Check**
- Listen and express ideas to reach an agreement
- ✓ I talked clearly and loud enough
 - ✓ I negotiated ideas and proposals
 - ✓ I reached an agreement with my classmates

Keep your list of recommendations and other subproducts for Step 4.

Modals: must, have to, need to, might, should

We use *must* and *have to* to express obligation: *You must/have to show your passport when you travel to another country.*

Must not and *don't have to* do not mean the same. *Must not* expresses prohibition: *We must not go on a field trip without an adult.* However, *don't have to* expresses something that is not obligatory: *You don't have to wear formal clothes.* *Need to* is used to express necessity. Like *have to* it changes in the third person singular: *John needs to go now.*

We use *might* to express possibility: *It might rain later.*

We use *should* to give advice: *You should get a haircut.*

A Have students open the *Activity Book* to page 50. Ask where the students are in the picture and what happened there: *the subway station; they took the wrong subway train.* Go through the examples and then have them complete the activity individually. Check answers.

Answers: 3. need to, 4. must (not), 5. (don't) have to, 6. should

Observe in Context

Write on the board *advice, possibility, necessity, and obligation.* Then ask students what each one means. Write what they say on the board next to the appropriate word. Then have students find examples in the *Reader* and share them with the class.

B Have students complete the activity individually and compare their answers in pairs. Check as a class.

Answers: 1. 2, 4; 2. 6; 3. 5; 4. 3; 5. 1

C Write these sentences on the board and elicit the difference in meaning: 1. *You must not drink this.* (It's dangerous or forbidden to drink this.) 2. *You don't have to drink this.* (It's not an obligation. You

have the option to drink it if you want to.) Have students work in pairs to complete the activity. Remind them that each modal changes the meaning, so they have to read the context to choose the right option. Check by asking volunteers what their answers are and why they chose them.

Answers: 1. have to, 2. might, 3. must, 4. should, 5. need to

D Read the instructions and elicit what each modal means: *must is obligation, must not is prohibition, and don't have to is an option.* Have students complete the activity individually and compare answers in pairs. Check as a class.

Answers: 1. don't have to, 2. must not, 3. must, 4. don't have to, 5. must not, 6. must

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

E Students work in product groups. You might want to elicit the names of different places in Mexico and write them on the board. You can refer students to the sentences in activity A to help them formulate their recommendations. You may want to walk around and monitor students' work, helping with ideas and grammar if necessary.

▲ Students can work in pairs within their groups. You might want to ask them to choose the most relevant ideas from their lists and write them down. Students can share their lists with the rest of the class. Refer students to the *Writing Rubric* on page 8. Encourage them to use the rubric to evaluate their work. You may initiate a discussion between students so they can come up with ways they can improve. Tell students to save their lists in their *Evidence Folder* to keep track of their progress.

▲ Students read the *Self-Check* box and assess their own work. Make sure students put a tick next to the requirement they have met. To monitor the activity, you could walk around the classroom making sure students are as objective as possible.

CLASS 6

Objectives: Making suggestions about trips. Expressing obligation and necessity.

Language: *You must not bring any electronic devices. You also need to bring warm clothes.*

Advice Needed

Write on the board: *must, must not, don't have to, and should*. Divide the class into groups. Tell students about a problem you have: *I forget things easily*. Have students give you advice using the modals: *You must eat super foods. You must not go to bed late. You don't have to remember everything, but you should write down what is important*, etc. Ask volunteers for different problems and repeat the procedure.

A Have students open the *Activity Book* to page 51. Have students answer the questions. Invite groups to share their answers with the class. Have the class vote for one destination for each topic.

Ongoing Assessment: List of Possible Destinations

Use this activity to assess students' progress with the Rubric below, or a similar one:

Mark ✓ or X according to your students' performance:

- ___ can support reasons with data and information
- ___ shares opinions
- ___ speaks clearly and loudly enough

B Elicit what the leaflet is for: *a camp*. Tell students to read the text and circle new vocabulary. Then ask if they think the camp looks interesting. Have students answer the questions. Check as a class. Divide the class into teams. Have students use dictionaries to find the definitions of the words they circled. Award a point to the team that finds each word first. The team with the most points wins the game.

Answers: 1. Teenagers/Adolescents; 2. Their Wilderness Camp permission form, warm clothes, a sleeping bag, comfortable shoes; 3. Survive in the woods; 4. Dinner

Product Step 4

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

C Students work with their *Product* groups. You might want to go over the leaflet on the page again and have students focus on the different types of information it includes. Students should use the lists, notes, and recommendations they created in previous classes to create their plans with a schedule that includes all the places and the activities they want to do at the place they chose. You may walk around the classroom to make sure each student has material to work with.

▲ Students will write a schedule that includes all the places and activities they want to do in the place they chose. Students read the

Personalize It!

Class 6

Work in groups. Look at the leaflet, and answer the questions.

1. What type of text is it?
2. Who do you think it is for?

Read the leaflet and answer the questions.

1. Who might be interested in this trip?
2. What items do campers need to bring?
3. What is the main purpose of the 3-day trip?
4. What will campers do on each day?

Use the leaflet opposite as a model. With a product partner, come up with a plan of what to do on the field trip to the place that you chose from other steps. Use your subproducts from other steps to include what participants must or need to do.

Share your plan. Compare the pros and cons of each one and reach an agreement on which plan to follow.

Use the Self-Check box to evaluate your participation.

Self-Check Yes


Compare pros and cons of ideas.

I talked clearly and loud enough


I negotiated ideas and proposals

I reached an agreement with my classmates

Keep your group's field trip plan and the other subproducts for Step 5 of the product.



Get ready for an adventure with No Limits Wilderness training!
Our next camp starts on August 18.
You must arrive on time to have a full three days of fun. You have to bring the Wilderness Camp permission form with you to check in. You also need to bring warm clothes, a sleeping bag, and comfortable shoes. You must not bring any electronic devices.



Can You Survive in the Woods?

Day 1: Learn how to set up an emergency survival shelter and find water. At night, you have to make a fire and cook dinner!

Day 2: Learn about the uses of wild plants— which ones you can eat and which ones you can use in first aid. In the afternoon, you will go hiking and can learn how to read a map and use a compass.

Day 3: Interact with wild animals. Learn to identify the tracks of bears, mountain lions, and coyotes—and what you must do if you see one.

Self-Check box and make sure they mark a check next to the requirements they met.

▲ Tell students to work with their product group. Have them share their schedules and compare the field trip activities. You may walk around and monitor students' work to make sure they are using proper grammar and spelling. Refer students to the *Writing Rubric* on page 8. Encourage them to use the rubric to evaluate their work. Invite students to think of ways to improve.

▲ Students can evaluate themselves using the *Self-Check* box. You might want to go over the items on the list with the class and see which areas you might need to work on. Remind students to keep their work in their *Evidence Folder*.

Ongoing Assessment: Notes with Data and Information That Support Proposals and Ideas

Use this activity to assess students' progress with the Rubric below, or a similar one:

Mark ✓ or ✗ according to your students' performance:

- ___ can add data to viable proposals and ideas
- ___ uses data to support reasons

Designers for a Day

Have students continue to work in groups. Give each group a piece of paper. Tell them to make an information leaflet for the field trip they planned in activity C. Remind them to include pictures and key information. Encourage them to come up with a name for their program. Collect the leaflets and display them around the classroom.

CLASS 7

Objectives: Expressing results. Giving reasons.

Language: *Jack is going to the mall because he needs a new shirt. I am taking lessons so I can drive a car.*

Games: Hangman

Write a letter *s*, for *schedule*, followed by a line for each additional letter on the board: *s _ _ _ _ _*. Have students guess the letters in the word. Each time they say a wrong letter, draw a body part of a hangman. If the students guess the word before you finish the drawing, they win. Have the student who guesses correctly choose a word and continue the game.

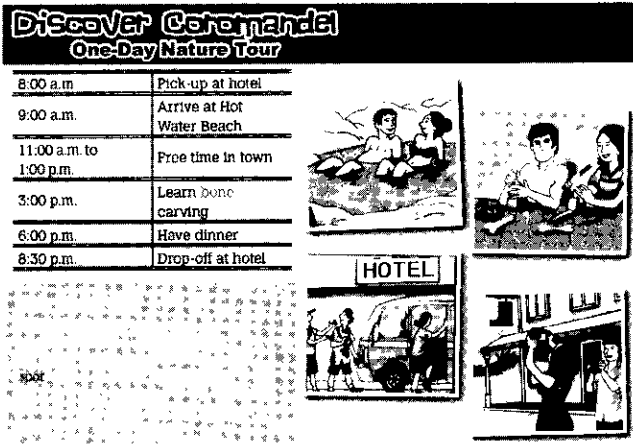
A Elicit what information is usually included in a travel itinerary. Write students' ideas on the board. Then have them open the *Activity Book* to page 52. Ask students to check if the brochure has the elements on the board. Divide the class into pairs. Have them agree on the ranking of each feature in order of importance. Ask volunteers to share their answers with the class.

Answers: *Answers may vary.*

Class 7

Work in pairs. Number the information on a field trip itinerary in order of importance.

| | | |
|---------------------|-----------------|---------------------------|
| activities schedule | location | transportation |
| cost | recommendations | description of activities |



Look at the schedule and number the pictures in order.

Work in pairs. Answer the questions about the tour itinerary.

1. What information spot included in the itinerary?
2. What type of people would be interested in this tour?

Complete the sentences with the connectors underlined in the text

1. _____ is used to express a result
2. _____ is used to express a reason

Work in pairs. Read and discuss the *Speaking Checklist*

Speaking Checklist

- ✓ Analyze proposals and ideas
- ✓ Use connectors to link reasons and results to support your arguments
- ✓ Talk clearly and loud enough

With your partner, discuss if you would like to take the day tour. Give reasons for your opinions.

52

CLASS 8

Objective: Writing a travel brochure

Language: *You need to bring warm clothes. We have dinner at 6 p.m.*

Anagrams

Write on the board: *rmaf*. Tell students that the word is an anagram of a field trip destination. Have them rearrange the letters and guess the word: *farm*. Invite the student who guesses correctly to make an anagram of another field trip destination. Have the rest of the class guess the answer. Repeat the procedure several times.

A Have students open the *Activity Book* to page 53 and look at the picture. Ask: *What is the name of the park? What type of park is it?* Divide the class into pairs. Have them answer the questions and underline the text where they find the answers. Check as a class.

Answers: 1. Every two hours from 12:00 to 8:00 p.m. on Mondays and from 8:00 to 6:00 p.m. on Wednesdays; 2. How to Survive in the Wild, How to Photograph Nature; 3. There is a concert.

B Focus students' attention on the schedule and ask how long the tour takes: *12.5 hours*. Have students number the pictures in order, following the schedule of the travel brochure. Check answers with the class.

Answers: (from top to bottom, left to right) 2, 1, 4, 3

A Divide the class into pairs to discuss the questions. Tell students to use the information in activity A to answer question 1. Encourage volunteers to share their answers. Hold a class discussion about the intended audience for the leaflet. Encourage students to justify their answers.

Answers: 1. good places to eat, local currency, local customs; 2. *Answers may vary.*

C Ask students to find the underlined words in the text. Write them on the board. Give students a few minutes to examine the words in context and match them to the meanings. Check answers and explain that both show *cause and effect*, but *because* introduces the cause/reason and *so* introduces the effect/result.

Answers: 1. *so*, 2. *because*

D Divide the class into groups of students who have not worked together. Tell them to read the *Speaking Checklist* box and share their ideas on why every element is important. Ask volunteers to share their ideas with the class.

A Have pairs use the *Speaking Checklist* to say whether they would like to take the tour in the brochure or not, and to support their decision.

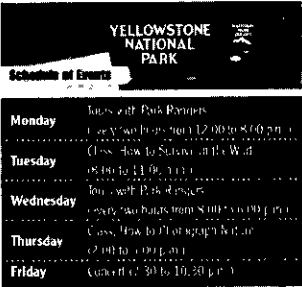
Researching in Advance

Elicit tourist destinations in your students' country that offer activities throughout the day and write them on the board. Tell students to choose a destination from the board and find out about the schedule for the activities there. Ask them to bring their research next class.

Class 8

Work in pairs. Look at the schedule and answer the questions.

- When is the park giving tours?
- What classes is the park offering?
- What is happening on Friday night?



Complete the first column with information from the schedule.

| Activities Available | |
|----------------------|-------------|
| Destination | Yellowstone |
| Morning Activities | |
| Afternoon Activities | |
| Evening Activities | |

In product groups, take out your group's plan for a field trip. Divide the activities in your plan using the chart in activity B as a model.

Read the *Writing Checklist* and discuss which items are included in the itinerary on page 52.

Writing Checklist

A Day Trip Itinerary

- ✓ Write a short description of a trip.
- ✓ Provide recommendations
- ✓ Include times and activities in chronological order

Write an itinerary for your group's field trip. Use the *Writing Checklist* and the sample itinerary on page 52 to help you.

Work with another group. Exchange your day trip itineraries and check each other's work. Make sure the itinerary of your classmates includes all the points in the *Writing Checklist*.

Use the *Writing Rubric* on page 8 to evaluate their work and write your scores below.

Other group's score _____
Our group's score _____

Write a final draft of your itinerary.

Keep your itineraries for Step 5 of the product

B Have students use the schedule in activity A to complete the first column of the table with the activities that are available at the park at different times of day. Tell them to compare answers in pairs.

Answers: Morning Activities: tours, How to Survive in the Wild class; Afternoon Activities: tours, How to Photograph Nature class; Evening activities: tours, concert

**Ongoing Assessment:
Comparative Table**

Use this activity to assess students' progress with the Rubric below, or a similar one:

Mark or according to your students' performance.

___ can analyze proposals and ideas

___ has good research and note-taking skills

remind them to include the language from the unit. You could also walk around the class and monitor the activity to help with vocabulary and grammar as necessary.

E Have students work in their product groups. Ask them to exchange their brochures and check if their classmates' itinerary covers all the points in the *Writing Checklist*. You may want to invite students to share with the class if they would like to visit the places in the brochures. Tell students to give reasons to support their choice. Have students keep their brochure in their *Evidence Folder* to keep track of their progress. Students consult the *Writing Rubric* on page 8 to evaluate their work. You may want to invite students to evaluate someone else's work.

Ongoing Assessment: Travel Brochure

Use this activity to assess students' progress with the Rubric below, or a similar one:

Mark or according to your students' performance.

___ uses relevant vocabulary

___ organizes text logically

___ uses register and format effectively

Product Step 5

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

C Students work with their *Product* partners using the itinerary they created. Students may divide the activities in their itinerary like the ones in activity B or think about different ones. You might monitor the activity walking around the classroom to check for any grammar or spelling mistakes.

D Students read the *Writing Checklist* box and discuss the elements included in the brochure on page 52. They might create travel brochures for the tourist destinations they chose, using the information in the table in activity B and their schedules. They could also use the *Writing Checklist* and the plan as a guide. As they are writing, you might want to

Glass 9
Product

A Field Trip Itinerary

In product groups, take out your field trip itinerary and present it to the class

Use this questionnaire to write notes to assess your itinerary presentation and that of another group

Peer Evaluation Questionnaire

- Did all the group members present their itinerary?
My group _____
Another group _____
- Was the order the activities appropriate?
My group _____
Another group _____
- How did the class respond to the presentation?
My group _____
Another group _____
- Did the group look prepared for the presentation?
My group _____
Another group _____
- Did the group adequately answer their classmates' questions?
My group _____
Another group _____

Work with your product group. Write a short review of the other group's performance.

Compare your assessment of your itinerary presentation with the other group's review of your presentation.

- What differences are there?
- What did you do well?
- What do you need to improve?

54

CLASS 9

Objective: Performing a role play
Language: *You must organize the trip. Why not go to New York? OK, fine.*

Product Step 6

The students will finalize work on the *Unit Product* in this class. It's important that students be prepared to present their products and that they bring all of the materials they require.

A Tell the class to take out their field trip itineraries so they can present it to the class. You may want to encourage students to take notes while other classmates are presenting. Have each pair perform their role play for the class.

B Students answer the questionnaire with notes from their own presentation and the presentation given by the pair they are assessing. You can monitor the activity checking for grammar and spelling mistakes. Allow students some time to discuss and complete their questionnaire.

C Tell students to work in their product groups. Have them write a review of another pair's role play. You can encourage students to include positive aspects and ideas on how they can improve for future presentations. Monitor and help with language when necessary.

D Pairs exchange reviews. Encourage each pair to compare their own assessment of their itinerary presentation with their classmates' review. Have them answer the questions. You may want to lead students into a discussion about their presentation. Throughout this activity, you can write down any mistakes you hear students make, and keep your notes for use in the next activity. Refer students to their *Evidence Portfolio* and ask them to keep their performance review in it to keep track of their progress.

Ongoing Assessment: Peer evaluation

Use this activity to assess students' progress with the Rubric below, or a similar one:

Mark ✓ or ✗ according to your students' performance.

- ___ shares opinions and makes agreements
- ___ supports reasons with data and information
- ___ is accurate when giving and receiving feedback

CLASS 10 Review

Objectives: Making suggestions about trips. Expressing obligation and necessity.

Language: *It's not raining today, so we don't have to take our jackets.*

Game: Finish the Sentence

Divide the class into teams. Ask one team to suggest a place for a field trip and write it on the board.

Review

Class 10

Underline the correct options to complete the recommendations for a school trip.

- It's not raining today, so we take out jackets.
 a) don't have to b) must not c) might
- Lunch is not included in the tour, so you bring your own food.
 a) must not b) have to c) don't have to
- Visitors at the museum play or run around. There are many fragile items.
 a) have to b) must not c) might
- The restaurant is very casual, so you wear a nice dress.
 a) must b) have to c) don't have to
- We return home from our camping trip on Sunday. We have school the next day.
 a) should b) must not c) don't have to
- The weather will be bad, so you bring an umbrella.
 a) must b) should c) must not

Match the suggestions with the correct agreement or disagreement.

| | |
|----------------------------------|--|
| 1. How about visiting home? | OK. Fine. Let me pack my sleeping bag. |
| 2. You should take your camera. | Sure, why not? There is a station across the street. |
| 3. Why don't we take the subway? | I'm not to sure. The tickets are expensive. |
| 4. Let's go camping! | That isn't a good idea. I'm tired. |
| 5. Shall we visit the museum? | That's a good idea. I can send you the photos. |

Check your answers and complete the Review Checklist.

Answers: 1. a, 2. b, 3. c, 4. c, 5. b

Review Checklist:

- ✓ Reflect on your performance and mark ✓ or ✗ on the checklist.
- I was able to complete the activities.
- I could recognize the vocabulary I learned in the unit.
- I answered all or most of the activities correctly.

Tell students you will give each team the beginning of a sentence, which they must complete in relation to the place on the board. Use language and structures from the unit as the starts of sentences. *You must/ must not... Let's... How about... Why don't we... You should...* Give teams ten seconds to complete the sentence. If they do so, award a point; if not, pass on the sentence starter to the next team. Give each team the opportunity to complete a sentence for each place, then ask about a different place.

A Have students open the *Activity Book* to page 55. Tell students to analyze how each option changes meaning. Have students answer individually. Ask volunteers to share answers with the class.
Answers: 1. a, 2. b, 3. b, 4. c, 5. a, 6. b

B Ask students to do the activity individually. Invite volunteers to role play the dialogues in front of the classroom.
Answers: (top to bottom) 4, 3, 5, 1, 2

C Have students use the answer key on the page to check their answers and get their score. Then, invite them to reflect on their performance while answering the *Review*. Ask: *Was it difficult for you to answer the Review?* Have them answer the *Review Checklist*.

Self-Evaluation

Have students turn to page 56. Explain that they are going to evaluate their performance in three different aspects: their collaboration to their product team, their progress, and what they learned. Have students look at the *Evaluate Your Collaboration* section. Tell them to analyze and reflect on their product. Individually have students take out their *Evidence Folder* and look at their activities. Ask them guide questions. Invite them to answer the *Evaluate Your Progress* section honestly. Draw attention to the evaluation chart. Have them read the outcomes and use the scale to grade their learning. Motivate students to reflect on possible improvements.

Self-Evaluation

Evaluate Your Collaboration

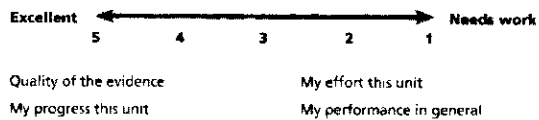
- With your product group, write information to reflect the way you worked together.

Cooperative Work Evaluation Form

- Describe how each member contributed to the product
- Write what worked really well
- Mention ideas or proposals that did not work well
- Mention what can improve next time

Evaluate Your Progress

- Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Use the scale to evaluate your progress through the unit.



Evaluate Your Abilities and Skills

- Read the learning outcomes and evaluate yourself
 3 = Very well 2 = Well 1 = With difficulty

Learn, and consult information

Learn compare pros and cons of ideas and proposals
 Learn build arguments to defend ideas and proposals

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

Reflect on each learning outcome and write a comment or suggestion

56

Suggested Evaluation Instrument: Questionnaire

Use the Questionnaire below to help your students evaluate themselves. For further information, go to *Marking Criteria*, page 198.

Writing: register appropriacy and format to target reader

Speaking: grammar, vocabulary, and pronunciation

Questionnaire

- How did your partner respond to your ideas?
- How did you respond to your partner's ideas?
- How did you divide the work?
- How did you make sure you had access to the notes?
- How did you divide the speaking for the presentation?
- How did you practice for the presentation?
- How do you feel about your part in the presentation?
- How do you feel about your partner's part in the presentation?

Assessment

Photocopy *Assessment 4* on pages 182–183. Have students complete the assessments individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 196.



Activity 1: Identifying Folktales

- 1 Work in groups. Look at the pictures and try to name the stories and where they are from. Then answer the questions.
 - a. What do these stories have in common?
 - b. Which one is your favorite?
 - c. What is it about? Tell the story in a few sentences.
- 2 Think about your participation.
 - a. How many stories did you identify?
 - b. What language did you use to tell the story?
 - c. What part did you find difficult?

Activity 2: Identifying Folktales and Their Values

The social purpose of this unit is

- ▲ to read classic tales.

To do this, you will

- ▲ select and revise classic tales.
- ▲ understand general sense and main ideas.
- ▲ speak about key events of a classic tale.
- ▲ rewrite key events.
- ▲ compare variants of pronunciation and writing.

All of these activities will build up to the final product.

P A Big Book

| Steps | Activities | Subproducts |
|-------|--|---------------------------------|
| 1 | Write a list of classic or traditional stories and the values they illustrate. | List of stories and values |
| 2 | Choose a story and write a list of key events. | Title and key events of a story |
| 3 | Discuss and decide on the moral of your story. | Moral of the story |
| 4 | Make a story map. Write and illustrate your story. | A story |
| 5 | Assemble a Big Book. Present stories. | A Big Book Peer review |

Unit 5

Class 1

CLASS 1

Objectives: Identifying events in a story. Discussing personal qualities.
Language: *Long ago, there was a poor Japanese farmer.*

Before You Start...

Write folktales on the board. Explain that folktales are stories told orally from one person to the next. Ask students to tell you what they know about folktales. Ask questions to elicit answers: *Can a folktale take place anytime and anywhere? Does a folktale have a moral? Does a folktale have an author? Do you know any folktales?* Ask students which folktales they know and like. Make a list on the board. Ask students if they know the author for each of the folktales. Tell them folktales do not have an author because they are stories passed down orally from generation to generation.

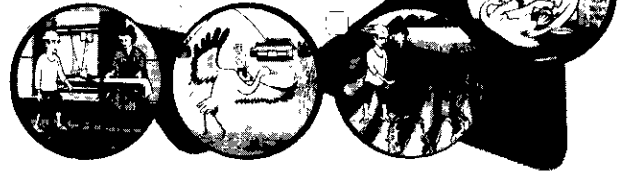
1 Tell students to work in groups. Have them open the *Activity Book* to page 57. Ask students to look at the pictures or project the Unit 5 images from the *Class CD*. Invite them to try to identify the stories and where they come from. Then, ask them to answer the questions together.

2 Have students reflect on their answers of activity 1 and discuss them. Monitor the activity. Ask students to read the rest of the page so they know what they are going to learn throughout the unit.

A Have students open the *Activity Book* to page 58. Then, refer them to page 59 of the *Reader*. Ask students to identify the title of the story: *The Crane Wife*. Ask them

A Read the first part of the text "The Crane Wife" on pages 60-65 of your *Reader*.

B Use your *Reader* to number the pictures in the order the events happened in the story.



A Match the extracts from the reading to the pictures of the events in the text. Share your answers with a partner.

1. Hiroshi cared the crane in his house and cared for it.
2. Hiroshi and Yuna were not doing well. He and Yuna ran out of food.
3. The crane's legs stopped moving. It fell out of the sky and onto the ground.
4. Hiroshi and Yuna fixed an old loom and put it in one of their rooms.

C Find the correct word for each definition in your *Reader*.

1. w _____ to have a strong desire for something to happen (p. 60)
2. b _____ to have blood leaving the body through an injury (p. 62)
3. s _____ to give another person part of something that is yours (p. 62)
4. i _____ to make or become better (p. 64)
5. p _____ to say that you will definitely do something (p. 55)

D Use the words from activity B to complete the sentences.

1. Before the crane arrived, Hiroshi _____ was for someone to talk to.
2. The crane started to _____ when it hit the ground.
3. Hiroshi made a _____ to take care of Yuna.
4. The first time they met, Hiroshi asked Yuna to _____ some food with him.
5. Hiroshi's crops did not _____, so he let Yuna help.

Product Step 1

E Form a product group. Discuss how the characters in the story develop trust and demonstrate other values with each other. Use the story events in activities B and D to justify your answers.

A Think of examples of other stories you know, either classic or traditional. List the titles and the values they illustrate.

A With your group, choose a classic or traditional story for your group product.

P Keep your list of stories list for Step 2.

where the story comes from (Japan) and who adapted it (Jin Lee). Ask questions to elicit predictions: *What do you think the story is about? Who is the main character? Do you think it is a happy or sad story?* Divide the class into reading groups. Have them discuss the pre-reading questions. Tell them to use the pictures to help them make predictions. Have volunteers share their ideas with the class. Write students' answers on the board. Then, have students read *The Crane Wife* silently. Tell them not to worry about specific words but focus on getting a general understanding. Encourage students to use the glossary at the bottom of the pages. Review the predictions on the board. Ask students if they would like to change any of the information. Write the new answers next to the old ones.

Comprehension Check

Have students work in their reading groups. Ask them to answer comprehension questions A on page 72 of the *Reader*. Invite groups to share their answers with the class. Have students rewrite the false statements so they become true.

Answers: 1. farmer, 2. wished, 3. white, 4. asked, 5. fixed

B Tell students to return to page 58 of the *Activity Book*. Ask them to describe each picture and complete the activity. Refer

them to the *Reader* to check answers.

Answers: (from left to right) 4, 1, 3, 2

▲ Have volunteers read the sentences while the others follow along in their books. Have students number the sentences and compare answers in pairs.

Answers: 1. 2, 2. 3, 3. 1, 4. 4

C Have students read the first definition. Tell them to scan the text on page 60 of the *Reader*. Divide the class into pairs. Tell students that the words in the activity are verbs. Have them complete the activity. Check answers as a class.

Answers: 1. wish, 2. bleed, 3. share, 4. improve, 5. promise

D Ask students to work in pairs to complete the activity. Invite pairs to share answers with the class. Ask students to say which of the words can be nouns as well as verbs (*wish* and *promise*).

Answers: 1. wish, 2. bleed, 3. share, 4. improve, 5. promise

Product Step 1

Students will begin work on the *Unit Product* in this class. You can allow them to form their own *Product* groups or group them according to their strengths and weaknesses, so they can help weaker students. It is important to let students know that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

E Students will work together on subproducts over the course of the unit that will lead to a final *Product: A Big Book*. Students can use the illustrated story in the *Reader* as a starter. Each *Product* group will discuss the trust and values developed by characters in the *Reader*. If needed, you may support students by recalling the events in activities B and D as a reference.

▲ Students may work individually or with a *Product* partner to make a list of values found in other stories they know. They can brainstorm values to have more options

when writing the titles of the stories they remember. Students can list either classic or traditional stories.

▲ You might want to tell students that they will work on the story they chose throughout the unit.

CLASS 2

Objective: Narrating past events

Language: *He went to his fields and worked alone all day. It was flying right over him.*

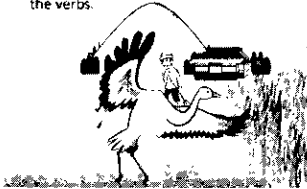
Read and Review

Have students open the *Reader* to page 59. Ask them what the title is and write it on the board: *The Crane Wife*. Ask what they can remember about the story. Have one student read page 60 aloud. Ask comprehension questions at the end of the page. Have a different student read each page until page 65.

Page 60: *What did Hiroshi wish for?*

Page 61: *What happened when Hiroshi was working in his fields?*

A Work in pairs. Read the sentences from your *Reader*, pages 60–65, and underline the verbs.



1. He went to his fields and worked alone
2. It was flying right over him
3. The crane was getting closer to the ground
4. Hiroshi opened his door. The bird flew into the sky

▲ Work in pairs. Answer the questions about the sentences above.

1. Which sentences describe an action in progress in the past?
 2. Which sentences describe a completed action in the past?
- ▲ Find examples of other actions in progress and completed actions in the past in the story in your *Reader*. Share your findings with another pair

■ *The crane was getting closer to the ground.*

B Underline the correct options to complete the sentences

1. Every day, Hiroshi woke up and ate / was eating breakfast by himself
2. Hiroshi did not have much food, because his crops were doing / did badly
3. Hiroshi gently carried the crane and very carefully cleaned / was cleaning its wing
4. One of the bird's wings blew / was bleeding

C Complete Hiroshi's diary with the correct form of the verbs in parentheses

The crane 1) _____ (fly) away this morning. I 2) _____ (go) to the fields and planted some crops. I 3) _____ (return) home at night. A woman 4) _____ (wait) at my door. She 5) _____ (travel) around the country and needed some food. I 6) _____ (invite) her inside and we had dinner.

▲ Work in pairs. Identify the irregular past tense verbs in the text. Say how they are different from regular past tense verbs.

D Write an ending for the folktale. Use the sets of verbs in the box.

go/fly • get/tell • eat/do • / / heal work/marry • leave/share

Class 2

Page 62: *How did Hiroshi help the crane?*

Page 63: *What did the woman ask Hiroshi to do for her?*

Page 64: *What did Yuna do when the crops were not doing well?*

Page 65: *What did Hiroshi agree to do?*

Simple Past and Past Continuous

All regular verbs have the same simple past ending (*walked, helped, visited, opened, etc.*). Irregular verbs have different simple past forms (*ate, began, flew, gave, etc.*). The past continuous is formed with *was/were + -ing* form of the verb. It can also be used to talk about something happening at a particular moment in the past. (*I was reading a book at two o'clock yesterday afternoon.*)

A Have students open the *Activity Book* to page 59. Focus students' attention on the sentences and have them underline the verbs.

Answers: 2. was flying; 3. was getting; 4. opened, flew

▲ Have students answer the questions in pairs. Invite partners to share their answers with the class.

Answers: 1. Sentences 2 and 3. 2. Sentences 1 and 4

▲ Copy these sentences onto the board: *He went to his fields and worked alone. It was flying right over him.* Ask a volunteer to circle the simple past and underline the past continuous forms. Have students work in pairs to find more examples in the *Reader* from pages 60 to 65. Have students share their findings with another pair. List the examples on the board. Have students identify the simple past and past continuous forms and write the present form of each verb.

B Have students complete the activity and then compare answers in pairs. Have volunteers read the answers aloud.

Answers: 1. ate, 2. were doing, 3. cleaned, 4. was bleeding

C Tell students to read Hiroshi's journal entry about the crane. Ask them to check if the sentences describe actions in progress in the past or completed actions in the past. Then have them complete the sentences with the correct form of the verbs in parentheses.

Answers: 1. flew, 2. went, 3. returned, 4. was waiting, 5. was traveling, 6. invited

▲ Ask students what form regular past tense verbs take (they have *-ed* at the end). Ask a volunteer to read aloud the regular verbs in Hiroshi's diary (*returned, invited*). Ask students which verbs are irregular (*flew, went*) and ask how they are different (they do not end in *-ed*).

D Have students work in groups. Ask them to write an ending for the story in their notebooks, using the sets of verbs from the box. Monitor the activity, helping with vocabulary and grammar as needed. Invite groups to share their stories. Have students keep their work in their *Evidence Folder*.

Sharing Memories

Have students continue working in their groups. Help them to remember the story of *The Crane Wife*. Ask: *What does Hiroshi do when Yuna says she is hungry?* (He shares his food with her.) Have groups discuss times when they have shared things with others.

Tell them to write the following question in their notebooks:

Do you share things with others?

CLASS 3

Objective: Identifying and describing events in a story

Language: *My family owned a farm. I grew up on a farm, too.*

Game: Find Someone Who...

Have students write a sentence about something they did in the past on a slip of paper: *I visited my grandparents last summer.* Collect the slips, shuffle them, and hand them out to different students.


Tell them to walk around and ask each other questions to find the person who did the activity on their slip: *Did you visit your grandparents last summer?* When they find the student who did the activity on their slip, they should write the name of the student next to the statement and sit down.

A Have students open the *Activity Book* to page 60. Ask them to describe the pictures. Divide the class into pairs and have students answer the questions.


Answers: *Answers may vary.*

▲ Ask students to guess what Hiroshi and Yuna are going to talk about. Write their answers on the board. Play 🎲 *Track 15*. Have students check their predictions and mark the picture that matches what Yuna says.

Answer: top picture
Track 15 (See page 203.)


B Play  Track 15 again and have students underline the correct word to complete each sentence. Ask students to read the sentences aloud to the class.

Answers: 1. north, 2. travel the world, 3. Japan, 4. planted

C Play  Track 16 and have students repeat each word. Tell students to complete the activity. Explain the three pronunciations of *-ed*: /t/ (verb ends in voiceless *p, k, f, s, sh, ch*), /d/ (verb ends in voiced *b, g, v, z, zh, th, j, m, n, ng, l, r*, or a vowel sound), /ɪd/ (verb ends in *d* or *t*). Practice the three sounds with the class. Explain that the /t/ sound comes from the front of the mouth, but the /d/ sound comes from the throat. Have students touch their throats when they say /d/ and ask if they can feel it vibrate (they should).

Answers: 2, 3, 1

Track 16 (See page 203.)

D Write /t/, /d/, and /ɪd/ horizontally on the board. Invite students to read the sentences. Mark the pronunciation on the board. Have students classify the verbs according to their pronunciation. Then tell students to listen to check their answers. Play  Track 17.

Answers: 1. /d/, 2. /ɪd/, 3. /t/, 4. /ɪd/

Track 17 (See page 203.)

E Have students work in groups to discuss the questions. Monitor the activity, checking use of language and pronunciation of past forms. Acknowledge that there are different ways of answering the questions.

Product Step 2


Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

Class 3

A Work in pairs. Look at the pictures of the people and answer the questions.


1. Who do you think the people are?
2. How are their lives similar to Hiroshi's life?




A Listen  to the conversation between Hiroshi and Yuna and mark (✓) the picture of the people that it is related to.

B Listen again and underline the correct option to complete each sentence.

1. Yuna was born in an area north / south of Hiroshi's home.
2. Hiroshi wanted to leave to farm and start a business / travel the world.
3. Yuna was living in the mountains of China / Japan.
4. Hiroshi purchased / planted wheat and corn that year.

C Listen  and repeat the verbs in regular past tense. Match the pronunciation of *-ed* to its sound.

- | | |
|------------|------|
| 1. owned | /t/ |
| 2. passed | /ɪd/ |
| 3. planted | /d/ |

D Read and listen  to the sentences. Write the correct pronunciation /t/, /d/, or /ɪd/.

1. Hiroshi lived on a farm with his grandparents.
2. Yuna wanted to explore the beautiful fields.
3. Hiroshi helped his grandfather on the farm.
4. Yuna decided to travel the countryside.

E Work in groups. Discuss the questions about the story.

1. Why didn't Hiroshi leave his grandparents' farm to travel?
2. Why did Yuna stop at Hiroshi's farm?


Product Step 2

F Work in your product group. Look at activities B and C and answer the questions about the conversation between Hiroshi and Yuna.

1. What part of the story is the conversation, a main event, background information, or the conclusion?
2. Why is this information important?

G Think about the story your group chose and write some background information about the main characters.

A Use the Self-Check to check your participation.

| | | | |
|---|-----------------------------|-----|-------------------------------------|
|  | Exchanged information | YES | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | I took turns to speak | | |
| <input type="checkbox"/> | I participated confidently | | |
| <input type="checkbox"/> | I included relevant details | | |

P Keep your key events for Step 3.

60

F In their *Product* groups, students discuss the questions and use information from activities B, D, and E to justify their answers. You might want different groups to share their ideas about why this information is important.

▲ Students will write background information about the characters from the story they chose in Step 2. You can have each group share its background information and come to a consensus about the information they will use in their product story.

▲ You might want to read through the information in the *Self-Check* box with the class. Each student should evaluate his or her profile and put a check mark if he or she completed the actions. Students can share their evaluations with their partners, reflect on their performance, and think about ways to improve. Students should keep individual work in their *Evidence Folder* to use in Step 3.

Ongoing Assessment: List with Key Events

Use this activity to assess students' progress with the rubric below or a similar one.

Mark ✓ or X according to your students' performance.

- ___ Can make questions to locate specific information
- ___ Contributes with observations and points of view
- ___ Can list and discuss the events of a story

Game: Bingo

Write these verbs on the board: *eat, go, see, fall, run, stand, fly, leave, find*. Have students draw a bingo grid in their notebooks. Tell them to write the past form of one of the verbs in each square. Say sentences using the verbs and have students mark the corresponding squares: *Hiroshi ran to the crane*. The first student to form a horizontal, vertical, or diagonal line shouts *Bingo!*

Helping Someone

Divide the class into groups. Remind students of Hiroshi and Yuna's conversation. Ask: *Do you think Hiroshi's grandfather trusted Hiroshi? Why or why not?* Tell students to share experiences of a time they helped someone in need.

CLASS 4

Objective: Identifying and sequencing key events in a story

Language: *When Hiroshi returned home one evening, Yuna was sitting at their kitchen table.*

Think and Tell

Review the text. Write *Hiroshi, Crane, and Yuna* on the board and elicit what happened to each character in the story. Write students' answers under each character's name. Have students open the *Reader* to page 60. Play **Track 18** and

have students follow along in the *Reader*. Pause the track at the end of page 65. Review students' ideas on the board.

Track 18 (See *Reader*, pages 60–65.)

A Divide the class into reading groups. Have students open the *Reader* to page 66. Have one student in each group read the text. Tell students to follow the reading and pay attention to pronunciation and intonation. Then have another student in each group read the next page of the story. Continue until the end. Make sure all students get a chance to read. Once students have finished reading, ask questions about each page to check comprehension.

Page 66: *What did Hiroshi want to do while Yuna was working?*

Page 67: *Why did Hiroshi decide to sell the cloth?*

Page 68: *How long did Yuna take to make the cloth?*

Page 69: *What happened to Yuna after some time?*

Page 70: *Why did Hiroshi become angry?*


Page 71: *Why did the crane leave?*

Comprehension Check

Have students do activity B on page 72 of the *Reader*. Monitor students' work. Check answers with the class.

Class 4

A Read the second part of the text "The Crane Wife" on pages 66–71 of your *Reader*.



B Paraphrase the story to complete the story map.

Title _____

Characters _____

Setting (where and when the story takes place) _____

Problem _____

Events (what happened) _____

Conclusion _____

A Share your notes with a partner from your product group.

C Read the sentences from "The Crane Wife" and match the phrases in italics to their definitions.

- He wanted someone to *keep him company*.
- Hiroshi *took care of* the crane.
- You *broke your promise*.
- How will I *earn money*?

- ___ to fail to do something
- ___ to stay with someone and talk to them
- ___ to take responsibility for someone
- ___ to get money by working

A Complete the sentences with the correct form of the phrases above.

- My grandmother lives alone, so I visit her often to _____.
- When I was young, my older sister _____ me _____.
- I don't _____ that _____ that make to other people _____.
- They _____ by _____ selling ice cream after school.

Product Step 3

D Work with your product group. Read the definition and mark (✓) the moral of the story in your *Reader*. Use the information in your story chart to justify your choice.

moral noun a lesson that is learned from a story

- Be happy with what you have.
- Work hard to succeed.

A Look at the problem and events section of the story map in activity B. Write the problem and key events for the story your group chose. Think of the moral of your story.

P Keep your key events and the moral of your story for Step 4.

61

Answers: 1. He bought rice, vegetables, and meat. 2. She was exhausted. She lost all of her beauty. Her face looked tired and old. 3. He found the crane, taking feathers from its body and weaving them into cloth.

B Ask students questions: *Who are the characters of the story? Where and when does the story take place? What is Hiroshi and Yuna's problem? What happens as the result of their actions?* Have students open the *Activity Book* to page 61 to complete the story map. Explain that *paraphrasing* is what we do when we want to retell or rewrite information in our own words. Tell students to paraphrase when filling out the *Events* portion of the map. Tell them to refer to the *Reader* if necessary.

▲ Have students compare their story maps in pairs. Remind them that there are a number of correct ways to paraphrase the events from the story, and encourage them to listen to each other's ideas.

Ongoing Assessment: Dialogues about the Comprehension of a Tale

Use this activity to assess students' progress with the rubric below or a similar one.

Mark ✓ or ✗ according to your students' performance.

- ___ Can understand and rewrite information in their own words
- ___ Shows accuracy in the use of words and expressions

C Ask students what they do when they see a word in a text that they don't know. Accept any appropriate answers and make a list on the board (guess from context, compare to similar known words, look up the word, etc.). Discuss the different strategies as a class and specify the ones students should use in different circumstances. Draw attention to the phrases in the sentences: *keep him company, take care of, break your promise, earn money*. Ask students if they

can work out the meanings by using any of the strategies they talked about. Have students complete the activity and compare answers in pairs.

Answers: (from top to bottom) 3, 1, 2, 4

▲ Have students complete the activity. Point out that the form of the phrases might change depending on context (singular, plural, past, present, etc.). Ask volunteers to read the sentences aloud to check answers.

Answers: 1. keep her company, 2. took care of, 3. break promises, 4. earn money

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

D In their *Product* groups, students will choose the moral of the story *The Crane Wife*. Students may be familiar with morals. They should read the definition as a reference to mark the moral of the story. Volunteers may give reasons for their answers using evidence from the text. If needed, explain the meaning of the word *greedy* (wanting more than is necessary). You may ask questions as a reference: *Was Hiroshi greedy? (Yes.) What was the result of his greed? (The crane, Yuna, left him.)*

Answer: 1

▲ You might want to go over what the key events of a story are and use the story map in activity B as a model. You can visit each group and have them tell you the moral of their story to see if they have the right idea and help them if they cannot agree on the moral. It's important that students know that many stories might have different smaller morals related to parts of the story and that they should choose the one that the main events of the story supports.

Keeping Promises

Ask students how Hiroshi treats Yuna in the second half of the story: *Does he treat her well? How does she feel?* Ask: *Do you treat other people with respect?* Have them add the question to their list. Explain the meaning of the word *selfish* (only being interested in yourself and not the needs of others). Ask: *Do you always think about how your actions affect others? Do you keep promises to others?* Have students discuss the questions in groups and give examples from their experiences.

CLASS 5

Objective: Identifying and expressing shorter and longer actions in the past that happen at the same time

Language: *While he was working the fields, he saw a crane in the sky.*

Value: Gratitude

Discuss why it is important to be thankful for what you have. Have students make a list of things that they are grateful for. Invite students to share their lists.

Observe in Context

Write the following sentence on the board: *While he was working in his fields, he saw a crane in the sky.* Circle *was working*. Point to the verb and ask: *What is the form of the verb work?* (*Past continuous*.) Do the same for the verb *saw* (*past simple*). Have students find more examples of the simple past and past continuous in the *Reader*.

A Have students open the *Activity Book* to page 62. Read aloud the sentences and have students complete the activity.

Answers: 2. was waiting, returned;
3. returned, was sitting; 4. saw, was standing

A Draw attention to the first sentence and mime the action of *was working in the fields* (for example, digging). Then mime the action of *saw a crane* (put your hand to your eyes and look to the sky). Ask students which action is longer (working). Ask students if both of these activities happen at the same time (yes). Have them complete the sentences.

Answers: 1. while, 2. when, 3. when, while

Simple Past and Past Continuous

We use the past continuous for an action in progress that is interrupted by another action.

I was sleeping when John called.

While I was sleeping, the phone rang.

We use the simple past to express

Class 5



A Read the sentences from "The Crane Wife" in your *Reader*, pages 59-71. Underline the verbs in the past simple and circle the verbs in the past continuous.

- While he was working in his fields, he saw a crane in the sky.
- A woman was waiting at Hiroshi's door when he returned from work.
- When Hiroshi returned home one evening, Yuna was sitting at the kitchen table.
- A rich man saw the cloth while Hiroshi was standing at the market.

A Read the sentences above again and look at the words in bold. Complete the following rules with the correct connector, *when* or *while*.

- We often use _____ to talk about longer actions.
- We often use _____ to talk about shorter actions.
- We use _____ and _____ to talk about two things that are happening at the same time.

B Match the sentences from "The Crane Wife" to their meanings.

- While Hiroshi returned home one evening, Yuna was cooking dinner.
- When Hiroshi returned home one evening, Yuna cooked dinner.
- First, Hiroshi returned home. Then Yuna cooked dinner.
- First, Yuna started cooking dinner. She was still cooking when Hiroshi returned home.

Do you want to watch "The Grateful Crane" (in English)? Go to www.your-ibe.com

C Complete the summary with the correct form of the verbs in parentheses.

While Hiroshi 1) _____ (wait) for Yuna to finish the cloth, he became impatient. He 2) _____ (open) the door to the room. When Hiroshi 3) _____ (see) the crane, it 4) _____ (take) it _____ from its body. It 5) _____ (stop) when it saw Hiroshi, and then it flew away. While Hiroshi 6) _____ (watch) the crane fly away, he _____ (sit) _____ again.

D Draw the following chart in your notebook and make notes about the end of the story.

| Longer Actions | Shorter Actions |
|----------------|-----------------|
|----------------|-----------------|

A Make sentences with your notes using *when* and *while* to write the end of the story.

A Use the *Self-Check* to evaluate your sentences.

Self-Check Yes / No

Write key events

I showed the difference between long and short past actions.

I sequenced events correctly.

I used correct connectors.

that one action immediately followed another action.

When I entered the room, I saw a man. (First, I entered the room. Then I saw a man.)

B Read the sentences and elicit the difference in meaning (see grammar box above).

Answers: 2, 1

C Have students complete the activity. Ask a volunteer to read the paragraph aloud to check answers.

Answers: 1) was waiting, 2) opened, 3) saw, 4) was taking, 5) stopped, 6) was watching

D Tell students to use the last two pages in the *Reader* to make notes about longer and shorter actions from the story. Ask them to use the chart in the *Activity Book* as a reference. Stress that they don't have to include all of the actions, just a few that summarize the ending.

Answers: Answers may vary.

A Ask students to end the story in the *Reader*. Have them use the notes from their *Evidence Folder* as a reference to create sentences.

▲ Have students read through the information in the *Self-Check* box. Have each student evaluate his or her profile and put a check mark if he or she completed the actions. Invite students to share their evaluation with their partners, reflect on their performance, and think about ways to improve.

Review the Text

Divide the class into reading groups. Have groups open the *Reader* to page 60. Play **Track 18**. Have students listen to the whole story and follow along in the *Reader*. Ask questions: *Why did Yuna decide to help Hiroshi? Did Hiroshi show Yuna gratitude for her work? Why or why not?* Discuss answers with the class. Encourage students to find and watch another version of *The Crane Wife* online.

Promises

Remind students of the promise Hiroshi breaks in the story (he opens the door). Ask, *Do you ever break promises?* Elicit a list of promises students make and ask questions about whether they always keep them: *Do you always do your homework? Do you always make your bed? Do you always tell the truth?* Divide the class into groups to discuss if they have broken promises and why.

CLASS 6

Objective: Identifying and describing events from a story

Language: *While a man was walking on the beach, he saw some children looking at a scared sea turtle.*

Game: Charades

Mime an action from the story in the *Reader* for students to guess (e.g., *Hiroshi was working in the fields*). Have the student who guesses correctly come to the front and show him or her another action from the story. Have the student mime the action. Repeat the game several times

Personalize It!

Class 6

A Look at the pictures of the story "The Two Boxes" and answer the questions

1. What do you think the story is about?
2. What do you think is in the closed box?

B Complete the phrases using *while* or *when*

1. _____ a man was walking on the beach.
2. _____ the children were running away.
3. _____ the turtle asked him to visit his castle.
4. _____ the man was eating his meal.
5. _____ the man returned to the beach.

A Match the phrases in activity B to their endings in order to describe the events in the pictures

- he saw children looking at a sea turtle
- he opened one of the boxes
- the turtle gave him two boxes
- the man agreed to travel with it across the sea
- the turtle spoke to the man

C Work in groups. Read and discuss the *Speaking Checklist*.

Speaking Checklist:

- ✓ Identify and describe events from a story
- ✓ Use connectors *while* and *when* to express short and long actions in the past that happen at the same time
- ✓ Talk clearly and loud enough

• Use the *Speaking Checklist* to predict the ending of the story.

• Evaluate your performance using the *Speaking Rubric* on page 8.

THE TWO BOXES



with different actions. Ensure students use the simple past or past continuous.

A Have students open the *Activity Book* to page 63. Explain that the pictures depict the main events of a story called *The Two Boxes*. Ask them to describe the pictures. Have them discuss the questions in groups. Then have them share their ideas with the class and write them on the board.

B Have students complete the activity. Remind them that the verb in a *while* clause is often in the past continuous and the verb in a *when* clause is often in the simple past.

Answers: 1. While, 2. While, 3. When, 4. While, 5. When

▲ Have students complete the activity and compare their answers with a classmate. Check answers as a class, and compare the descriptions to students' previous descriptions in the first activity.
Answers: (from top to bottom) 1, 5, 4, 3, 2

C Have students work in groups. Tell them to go through the *Speaking Checklist*. Encourage them to discuss how implementing these suggestions helps them develop their oral skills.

▲ Elicit what happens next in the story and write students' ideas on the board. Tell groups to develop an ending for the story. Remind them to use the *Speaking Checklist* as a guide. Monitor the activity and help with language and vocabulary when necessary.

Answers: Answers may vary.

▲ Refer students to the *Speaking Rubric* on page 8. Encourage them to use the rubric to evaluate their participation in activity C. Elicit suggestions to improve their oral fluency.

Be an Illustrator

Distribute drawing paper. Have students draw their ending of *Two Boxes*. Collect and display the pictures around the classroom. Check the pictures again in the next class and see who guessed the ending correctly or who had the most creative ending.

Ask for the words and write them on the board. Encourage students to guess the definitions from the context.

B Ask students if they like the real ending of the story and why or why not. Encourage students to share opinions with the class. Focus students' attention on the pictures they created in the previous class. Check who guessed the ending correctly and have students vote for their favorite ending.

C Have students complete the activity and compare answers in pairs. Tell them to rewrite the false sentences in their notebooks so that they are true.

Answers: 1. T, 2. F (the man was surprised) 3. F (the turtle took the man to a castle in the ocean), 4. T

D Have students complete the activity. Tell them to circle the verbs in the simple past in blue and past continuous in red.

Answers: When the man spoke to the children, they ran away. While he was eating, the turtle gave him two boxes. When he stepped out of water, he opened the first box. But he began to change when he opened it.

▲ Write on the board: 1. *While he was eating, the turtle gave him two boxes.* 2. *The turtle gave him two boxes while he was eating.*

CLASS 7

Objectives: Identifying key events from a story. Summarizing and retelling a story.

Language: *A young man was walking along a beach when he saw some children.*

Think and Tell

Ask students what happened in the story of the *The Two Boxes*. Encourage students to tell you what they think is in the second box and write their answers on the board. Tell students that they are going to read the story of *The Two Boxes*.

A Have students open the *Activity Book* to page 64. Have students study the picture and describe what has happened to the man (he is older). Ask the questions and elicit answers from the class. Ask a volunteer to read a paragraph aloud while the other students follow along in their books. Continue with different volunteers for the following paragraphs. Have students circle the words they do not know.

Glass 7

A Look at the picture of the man and answer the questions about "The Two Boxes." Then read the story.

1. Was your ending for "The Two Boxes" happy or sad?
2. What do you think the real ending of the story is?

THE TWO BOXES

One day, a young man was walking along a beach when he saw some children. They were playing at a sea turtle. The turtle was scared. When the man spoke to the children, they ran away.

To the man's surprise, the turtle spoke. "Thank you!" it said. "I want to repay your kindness. Come with me to my palace." The man agreed and he jumped onto the turtle's back.

The turtle swam into the deep ocean. After a while, the turtle stopped at a beautiful castle in the sea. The sea creatures were all talking and digging. They invited the man to their party. While he was eating, the turtle gave him two boxes. "You may open one, or you will be sorry," the turtle said. "Do you promise?"

"Yes, of course," the man agreed. Then he swam back to shore.

When the man stepped out of the water, he opened the first box. It was full of gold. The young man forgot all about his promise. He opened the second box, hoping to find more gold. But he began to change when he opened it. His back hunched over, and wrinkles formed on his face. His hair turned gray. "I've been greedy," the old man thought. "The turtle was right. I am sorry."

B Read the story and compare the real ending of "The Two Boxes" to the one you created in the last class. Share your differences with the class.

C Read the story again and mark the sentences T (true) or F (false).

1. The man spoke to the children because they were scaring the turtle.
2. The man was scared when the turtle began to talk.
3. The turtle took the man to a cave in the ocean.
4. When the man opened the first box, he found gold inside.

D Work in pairs. Find and underline sentences in the story that contain *when* or *while*.

▲ Look at the underlined sentences and mark (✓) the correct explanation.

1. We use a comma when the first clause in a sentence contains *when* or *while*.
2. We use a comma when the second clause in a sentence contains *when* or *while*.

E Work in pairs. Summarize the story in three sentences. Then write a moral for the story.

▲ Share your summary and moral of the story with the class, and agree on the best moral for the story.

Ask students to say how these sentences are different. Tell students that time clauses with *when* and *while* can go at the beginning or at the end of the sentence. Point to the first sentence and explain that we use a comma after the time clause if it is at the beginning of the sentence. Have students complete the activity.


Answer: 1

E Divide the class into pairs. Tell students to use sentences with *when* and *while* to summarize the story. Have pairs share their ideas. Remind students what a moral is (a lesson learned from a story). Ask students what lessons the man learned in the story of *The Two Boxes*. Ask pairs to write a moral for the story.

▲ Have volunteers share their ideas with the class.

Similar Sounds

Write the following pairs of words on the board and underline the *ee* and *gh* letters: *deep, agreed; been, deep; laugh, though; though, right*. Have volunteers say the first two words aloud and ask the class to compare the sounds. Put student into pairs and have them practice saying the words together. Ask if they are similar or different.

▲ Play  *Track 19* for students to check the sounds. Have them find and underline the words from the track in the text and then underline one more word with *gh* and one with *ee* (*greedy* and *thought*). Have volunteers say the words aloud.

Track 19 (See page 203.)

CLASS 8

Objective: Writing a story
Language: *characters, problems, setting, plot, events, conclusion, moral*

Recall from Memory

Have students open the *Activity Book* to page 64. Tell them to read the first

paragraph of *The Two Boxes* silently. Divide the class into pairs to retell the story from memory. Repeat with the second paragraph. Have students read the third and fourth paragraphs and form different pairs. Tell them to ask and answer together their own comprehension questions.

A Have students turn to page 65 of the *Activity Book*. Read the questions and elicit answers. Ask questions: *Who are the main characters? What is the problem? What is the moral of the story?*

Answers: 1, 3, 4

B Have students brainstorm stories as a class. Write them on the board. Ask students to complete the story map individually. Monitor the activity, helping with language and vocabulary as needed.

Product Step 4

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

Class 8



Product Step 4

A Work in your product groups. Look at the story of "The Two Boxes" on page 64 and answer the questions.

1. Which paragraph introduces the main character?
2. Which paragraph describes the character's problem?
3. Which paragraph describes the moral of the story?

B Discuss and complete the story map about your group's story. Use your key events and the moral of your story from Step 3.

Characters

Setting

Problem

Plot (Key events)

Conclusion

Moral

C Divide your story into paragraphs by following the *Writing Checklist*.

D Work in your product group. Assign different parts of the story to your group members to write.

A Put your paragraphs together into a story. Evaluate your story using the *Writing Rubric* on page 8.

My group's score

A Write a final version of the story with different sections of the story on large pieces of paper. Illustrate the pages.

Writing Checklist

A Story

- ✓ Introduce and describe the main characters and describe the setting.
- ✓ Describe the problem and the main events in the story.
- ✓ Describe how the story ends. Give the moral of the story.

P

Complete your story and bring to the following class to present and create a Big Book.

65

C Students can read aloud the *Writing Checklist* in their *Product* groups or individually. Students will divide their story into paragraphs using the story map in activity B as a reference. You can monitor the activity, helping with vocabulary and grammar as necessary.

D In their *Product* groups, students will choose and assign a part of the story to each member. Individual members can write a paragraph of the story, or they can do the paragraph in pairs.

A Members of the *Product* groups will put together the paragraphs they wrote in activity D. Students will use the *Writing Rubric* on page 8 to evaluate their work and write their score.

A In their *Product* groups, students will write the final version of their story. You may want to give students different kinds of paper for them to transcribe and illustrate their stories.

anagrams of words from the unit on the board and have the rest of the class guess the answers.

Answers: greedy, promise

Product Step 5

The students will finalize work on the *Unit Product* in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

A Students will open the *Activity Book* to page 66. In their product groups, they will order their story into pages. Students will transcribe pages of the the story to make a big book.

B In their *Product* groups, students illustrate their story and make a cover. You may want to give students examples of a summary for them to make one of the story and write it at the back of the book. Groups will present their books. Each student will read their assigned pages and show the class the illustrations. When a group's presentation is complete, you may want to encourage the class to ask questions and make comments.

Ongoing Assessment: A Story

Use this activity to assess students' progress with the rubric below or a similar one.

Mark ✓ or ✗ according to your students' performance.

- Can write descriptions
- Can sequence events in a story
- Ability to use paragraphs correctly

CLASS 9

Objective: Describing past events

Language: *Once upon a time... A long time ago, there was...*

Activities

Write on the board *dreyge* and *sepimro*. Tell students that the words are anagrams (words with the letters rearranged). Have them rearrange the letters to guess the words. Invite students to write more

Class 9
Product

Big Book

Product Step 5

A As a class, assemble a Big Book with the stories from all of the groups. Make a cover for your Big Book and a table of contents.

B Use the Big Book to present your story to the class, retelling the part of the story you wrote and illustrated.

C Use this evaluation form to assess your performance and that of another group.

Write your names in the table. Evaluate your story with Yes, Some/Sometimes, or No.

| Attributes | My Group and I | Another Group |
|--|----------------|---------------|
| <input type="checkbox"/> We/They read the Big Book story in chronological order. <input type="checkbox"/> The way we/they told the Big Book story was clear and understandable. <input type="checkbox"/> We/They used the images as support. | | |
| <input type="checkbox"/> The language was appropriate for the situation, formal/informal. <input type="checkbox"/> The language had few errors. | | |
| <input type="checkbox"/> We/They confidently and appropriately presented the story. <input type="checkbox"/> We/They freely took turns to speak. | | |
| <input type="checkbox"/> We/They used strategies to maintain fluency. | | |

D Work with your partner. Write a short review of the other group's performance.

E Compare your assessment of your story presentation with your group's review.

1. What differences are there? _____
2. What did you do well? _____
3. What do you need to improve? _____

| Category | Inadequate (1-3 points) | Reasonable (4-7 points) | Excellent (8-10 points) |
|--|--|--|---|
| Content | Content points aren't covered or developed. | Content points are partially covered and developed. | All content points are covered and developed well. |
| Organization and cohesion | The text is not clear. | The text lacks some logical order, yet is fairly understandable. | The text is logically presented and understandable. |
| Appropriateness of register and format | The writing style and presentation is not appropriate to the type of text. | The writing style and presentation are mostly appropriate to the type of text. | The writing style and presentation are appropriate to the type of text. |
| Accuracy and range | Uses appropriate, if simple, vocabulary and language. | Uses mostly appropriate vocabulary and language structures. | Uses appropriate vocabulary and language. |
| Target reader | Demonstrates a limited understanding of audience. | Demonstrates a general understanding of the target audience. | Demonstrates a keen understanding of the target audience. |

C Students can work in pairs or in groups to evaluate their Big Book. Students may discuss what they liked about their stories and what could be improved before they fill out the *Self/Peer Evaluation Form*.

D Students can work in pairs or in groups to write their review of the group's story. Students may take turns to express their opinions about the story, while others write it down.

E Finally, product groups can give feedback to each other as a review of their work. Students should write positive comments and share them with their classmates. Students will answer the questions at the bottom of the page, using their reviews as a reference. Ask them to keep the review of their performance in their *Evidence Folder*.

Suggested Evaluation Instrument: Descriptive Valuation Scale

Use the rubric on page 89, or a similar one, to evaluate students' Big Books. For further information, go to the *Marking Criteria* on page 198.

CLASS 10

Objective: Narrating past events in a story
Language: *Hiroshi wanted to peek in the room while Yuna was working.*

Game Quest **Class 10**

Players: 2
You need: A die, two counters
Rules: Roll the die and answer the question, complete the statements, or choose the correct option in the space you land on. The first player to reach the end is the winner.

Start (5) → 1: What is the final sound in *helped*? /h/ /d/ /t/

2: While/When the man opened the box, he found gold inside.

3: What did you do last weekend?

4: The man in the blue suit (stop) to talk to the policeman.

5: Comma or no comma? While I was living in the US I studied English.

6: What does *greedy* mean?

7: While Hiroshi (work) in the field, the bird flew over his house.

8: What is the past tense of the verb to fly?

9: What did you see when I while you turned on the light?

10: What is the past tense of the verb to fix?

11: What is the final sound in *visited*? /d/ /t/ /t/

12: What is the final sound in *rented*?

13: What is the final sound in *tried*? /h/ /d/ /t/

14: She was making lunch while I when you were sleeping.

15: means to have a desire to do or want something.

16: What were you doing at 3 p.m. yesterday?

17: What is the final sound in *plucked*? /h/ /d/ /t/

18: means to make or herome better.

Finish

- Reflect on your performance and answer the questions.
- Which tasks in the board game were easy for you?
 - Which did you find difficult?
 - What can you do to improve your performance?

Game Review: Snakes and Ladders

Have students open the *Activity Book* to page 67. Divide the class into pairs to play the game. Distribute a die to each pair. Tell them to take turns rolling the die and answering the question on the square their counter lands on. If they answer correctly, they may stay on the square. If they answer incorrectly, they must return to the square they were previously on. The first player to reach the end wins. When the game is over, ask students to look at the *Game Questionnaire* and reflect on their performance during the game. Have them answer the questions thoughtfully. Invite volunteers to share their answers.

Self-Evaluation

Students turn to page 68 to evaluate their performance throughout the unit in three different aspects: their collaboration to their product team, their progress, and what they learned. Students work with their product partners and look at the *Evaluate Your Collaboration* section. You can tell them to analyze and reflect on their product and fill the checklist. Have students take out their *Evidence Folder* and look at their work. You may want to ask guide questions: *Can you see a progression? How was your performance in the first activity compared to the last one?* Invite them to answer the questions from the *Evaluate Your Progress* section honestly. Draw attention to the evaluation chart in the *Evaluate Your Achievements* section at the bottom of the page. Encourage students to assess their work throughout the unit. They should read the outcomes and use the scale to grade their learning. Motivate students to reflect on possible improvements.

▲ Have students mark the “I can...” statements to evaluate what they have learned in the unit.

Self-Evaluation

Evaluate Your Collaboration

- With your product partner, decide which answers reflect the way you worked together. Then complete sentences 4 and 5.

Product Collaboration Checklist

| Names: _____ and _____ | | |
|--|-----|-------------|
| Product: _____ | | Date: _____ |
| 1. We finished our product on time and we did good work. | Yes | No |
| 2. We encouraged each other and cooperated. | Yes | No |
| 3. We each shared our ideas, and listened and valued each other's ideas. | Yes | No |
| 4. We did best at _____. | | |
| 5. Next time, we can improve at _____. | | |

Evaluate Your Progress

- Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.
- Did you turn everything in? _____
 - Where did you see an improvement? _____
 - What do you need to work on? _____

Evaluate Your Achievements

- Read the learning outcomes and evaluate yourself.
3 = Very well 2 = Well 1 = With difficulty

| Learning outcomes | Grade | Reflection |
|---|-------|------------|
| I can select and reuse classic tales. | | |
| I can understand general sense and main ideas. | | |
| I can speak about key events of a classic tale. | | |
| I can invent key events. | | |

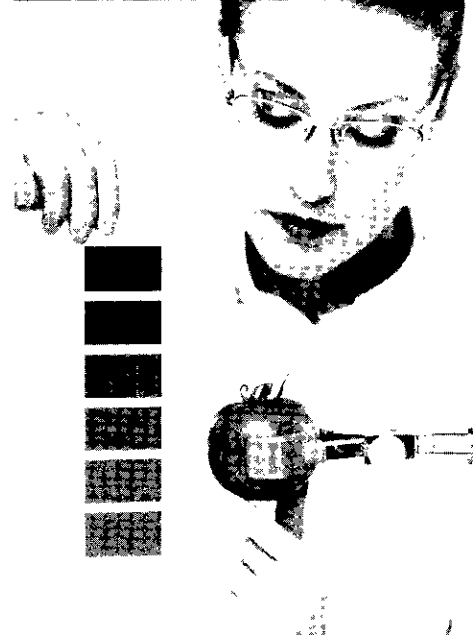
- Reflect on each learning outcome and write a comment or suggestion.

68

Assessment

Photocopy *Assessment 5* on pages 184–185. Have students complete the assessments individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 196.

A Glance into the Future



- 1 Work in groups. Look and describe the pictures. Answer the questions about them.
 - a. Are the the pictures real or imaginary? Why?
 - b. When do you think we will live these situations?
 - c. Do you think the future will be like this? Why or why not?
- 2 Think about your participation.
 - a. Was it difficult to express your ideas about the future?

The social purpose of this unit is

- ▲ to produce constructive forecasts about others.

To do this, you will

- ▲ revise samples of written forecasts.
- ▲ listen to and identify ways of expressing future actions.
- ▲ formulate and respond to questions to understand forecasts.
- ▲ write sentences to create forecasts.

All of these activities will build up to the final product.

P A Forecast about Life in the Future

| Steps | Activities | Subproducts |
|-------|--|----------------------------|
| 1 | Discuss things that will or won't happened in the future and make a list of predictions. | List of predictions |
| 2 | Compare present and future situations and make a comparative chart with predictions. | Comparative chart |
| 3 | Write a chain of events for the possible situations in the future. | Chain of events |
| 4 | Create an infographic article with predictions in a specific category. | Infographic article |
| 5 | Present a forecast about life in the future using the infographic article. | Peer review of performance |

Unit 6

CLASS 1

Objective: Discussing future possibilities

Language: *Future homes will look similar to today's homes on the outside.*

Before You Start...

Write *Fantasy* on the board. Explain that fantasy stories are imaginative fiction and involve strange settings (other worlds or times) or strange characters (supernatural or unnatural beings).

- 1 Ask students to work in groups. Tell them to look at the pictures and provide brief descriptions of what they see. Have them read the questions and discuss the answers.
- 2 Encourage students to think about the way they expressed their ideas. Were they able to convey what they were trying to say? Why? Why not?

A Have students open the *Reader* to page 73. Have them read the text *What Will the Future Look Like?* Encourage students to read the first part of the text on pages 74–79. Tell them to discuss similarities and differences between their lives and the scenes in the pictures. Encourage volunteers to share their opinions with the class.

Comprehension Check

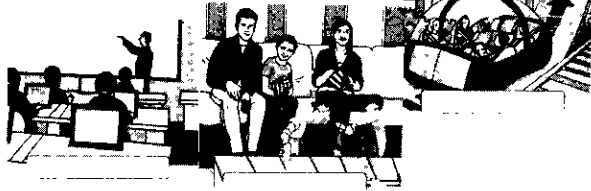
Have students work in pairs. Ask them to do activity A on page 86. Walk around and monitor students' work. Have them use the *Reader* to check answers.

Answers: (from top to bottom) 3, 6, 4, 1, 2, 5

Class 1

A Read the first part of the text "What Will the Future Look Like?" on pages 74–79 of your *Reader*.

B Work in pairs. Look at the pictures and say if what the people are doing is similar or different from what you do.



A Label the pictures above with words from the box.

home • school • transportation • entertainment

C Match the words from the text to their definitions.

- | | |
|--------|--------|
| 1. ... | 4. ... |
| 2. ... | 5. ... |
| 3. ... | 6. ... |

... difficult to understand related to the countryside
 ... powered by energy from the sun done by machines without people
 ... clearly different from others simulated on a computer

D Work in pairs. Find the words from activity C in your *Reader*, pages 74–79. Then discuss the questions.

1. Why do you think people move from rural communities to cities?
2. How do people create distinct neighborhoods?
3. What types of virtual communities do people belong to?
4. What types of complex projects can robots not do?
5. What are the advantages of solar-powered vehicles?
6. Do you have automated items in your home? If so, what?

E Work in groups. Discuss positive and negative aspects of technology. Make a list of the ways technology affects your life.

• Share ideas with the class

B Ask students to work in pairs and encourage them to look at the pictures. Have them discuss if what is happening in the images is something that they do in real life.

Answers: *Answers may vary.*

A Have students complete the exercise and invite students to share their answers with the class.

Answers: (from left to right) school, home, transportation, entertainment

C Have students work in pairs and read the words 1–6. Then instruct them to read the phrases below. Explain that they have to match the words to their correct meaning. Check answers with the class.

Answers: 4, 1, 5, 6, 2, 3

D Have students, in the same pairs, look for the words from activity C and circle them in the *Reader*. Ask volunteers to say the page numbers where they found the words. Write them on the board for further reference. (*rural*, *distinct*, and *virtual*: page 78, *complex*: page 76, *solar-powered*: page 79, *automated*: page 75). Have pairs discuss the questions. Encourage students to justify their ideas and question the ideas of others.

E Encourage students to discuss the positive and negative aspects of technology. Remind students to keep a respectful environment and encourage peer correction.

▲ Divide the class into pairs and have students share ideas with the class. You can share with them ways to improve their speaking in future activities.

CLASS 2

Objective: Describing future situations and conditions

Language: *All TV shows will be 3D. Future homes are going to be similar to today's homes on the inside.*

Crazy Predictions

Write a couple of crazy predictions on the board and have students give their opinions about it: *People won't ride bikes anymore, and there will be electric sidewalks. There aren't going to be any live pets, and people will have robot pets.* Ask the class to rate the predictions from 1 to 5, 1 being impossible and 5 being very possible. Divide the class into groups, and have them come up with three crazy predictions. Ask groups to exchange their predictions and then to rate them on the scale of 1 to 5.

Student Review

Have students open the *Reader* to page 74 and read the text on pages 74–79 silently. Encourage students to use the glossary at the bottom of each page. Ask questions to check their comprehension.

Page 74: *What is life going to be like in twenty or thirty years?*

Page 75: *Who will cook and clean in future homes?*

Page 76: *What will happen to paper textbooks?*

Page 77: *What will you need to watch TV?*

Page 78: *Where will people make friends?*

Page 79: *How will people move around in the future?*

Will and Be Going To

We often use *will* or *be going to* interchangeably to talk about future actions and events. When we make predictions, we can use either *will* or *be going to*.

We use *will* when we...

-make a decision at the time of speaking: *It's cold. I'll put my jacket on.*

-make promises: *I promise I'll clean my room later.*

-make offers or request help: *I'll help you make dinner. Will you open the door for me?*

-use the first conditional: *If it rains, we'll stay home.*

We use *be going to* when we talk about plans and intentions: *I'm going to meet my friends this Saturday.*

Observe in Context

Have students look at their crazy predictions and underline the verbs in the affirmative statements and circle the ones in

Class 2

A Match the questions and answers. Use your Reader, pages 74–79.

1. Are communities going to be the same?
2. How will home entertainment change?
3. What will be like at school?
4. What are homes going to look like?

All TV shows and movies will be 3D.

Physical location isn't going to be important.

Future homes are going to look similar to today's homes.

Students won't need paper textbooks anymore.

Mark (✓) the true statement about the sentences above.

We use *will* and *be going to* to make predictions about the future, talk about things that are true now and continue into the future.

B Use the phrases in the box to complete the article about the future.

will have • are going to be • won't spend
will cook • aren't going to cost

In the future, you 1) _____ your time doing household chores. Instead you 2) _____ a domestic robot to do them for you. Robots 3) _____ a common sight in homes. And they 4) _____ a lot. Most homes will have one. They 5) _____, clean, and even do yard work for you.



C Rearrange the words to write questions about the future.

1. people/will/live/to be 100 years old

2. are/going to/be on/people/the moon

3. what/people/going to/eat/are

4. how/people/will/communicate

Work in pairs. Ask and answer the questions with your own ideas.

Product Step 1

D Form a product group. Make predictions using the prompts about the future. Use the predictions in activities A and B as a model. Give reasons to support your predictions.

1. Speak the same language.
2. Find a new planet and leave Earth.
3. People live in underwater houses.
4. Food substitutes.
5. School at home.

Discuss and agree on the things you think will or won't happen in the future. Take notes and use them to write a final group list of predictions.

I disagree. People aren't going to agree. People will.

E Keep your list of predictions for Step 2 of the Product.

the negative. Elicit how the negative is formed. Have students find examples of affirmative and negative sentences, and questions with *will* and *be going to* in the *Reader* (pages 74–79). Write them on the board and review them as a class.

A Have students open the *Activity Book* to page 71. Have volunteers read the questions while the class follows along in the book. Have students match the questions to their answers individually. Check as a class.

Answers: (From top to bottom) 2, 1, 4, 3

▲ Have students mark their answer. Explain that we use *will* or *be going to* to express a prediction.

Answer: make predictions about the future

B Have students read the article not paying attention to the blanks. Ask what the text is about. Have students complete the exercise individually and compare answers in pairs.

Answers: 1. won't spend, 2. will have, 3. are going to be, 4. aren't going to cost, 5. will cook

C Tell students to write the questions individually. Ask them to check their spelling. Check answers with the class.

Answers: 1. Will people live to be 100 years old? 2. Are people going to live on the moon? 3. What are people going to eat? 4. How will people communicate?

▲ Divide the class into pairs. Have students discuss the questions based on their own opinions.

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. It is also recommended for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

D You can go over the predictions in activities A and B as a class before having students get into their product groups. You can also ask them whether they agree or not with some of the predictions and why. You might suggest that students use the predictions in activities A and B to help them formulate their predictions for the prompts.

▲ You might invite students to report their opinions to the class about what they think will or won't happen in the future. You can encourage the class to ask further questions so they can use their notes in their final draft. Students should keep their predictions for Step 2 of the product.

Ongoing Assessment: Prediction Discussion

Use the *Marking Criteria* on page 201 to assess students' progress. Observe students':

- discourse management (agreeing and disagreeing).
- fluency.
- grammar and vocabulary (accuracy).

The Future of Robots

Tell students to make a list of activities they think robots will do in the future. Divide the class into pairs. Invite students to share ideas using "will" statements. Monitor and make sure they are pronouncing the // in *will* correctly. Explain that // is a consonant cluster, and that in English, the // consonant cluster does not change the sound of the letters (they sound the same as one /).

CLASS 3

Objective: Making forecasts


Language: *Cars will tell drivers when there are accidents on the road.*

Make Predictions

Ask students to write predictions about the class on the board. (*The teacher will give us no homework. Diego is going to write something on the board.*)

A Have students open the *Activity Book* to page 72. Ask volunteers to describe the pictures. Divide the class into pairs and have them discuss the questions.

Answers: *Answers may vary.*


B Tell students that they are going to listen to people talking about the future of cars. Play  *Track 20* and have students complete the activity. Have them compare answers in pairs. Check as a class.

Answers: top right, middle right, bottom left, bottom right
Track 20 (See page 203.)

Class 3


C Have students read the sentences and think of the possible answers. Play the track again and ask them to complete the exercise. Invite volunteers to share answers with the class.

Answers: 1. vehicle engineers, 2. fewer, 3. are going to be, 4. react quickly

D Read aloud each word and have students repeat them. Remember that when the *s* is combined with the *h*, it has a *sh* sound, like *wash*, *bash*, *cash*. When *t* is followed by *ch* the *t* is mute, and the sound of the *ch* predominates, like *catch*, *batch*, *latch*. Play  Track 21. Have students compare answers in pairs.


Answers: wash 1, watch 2

Track 21 (See page 203.)

E Write *wash* and *watch* on the board and model their ending sounds. Read aloud each sentence and elicit the possible answers. Play  Track 22 and have students complete the exercise. Invite volunteers to read the sentences to the class, and check the students' pronunciation.

Answers: 1. /tʃ/, 2. /ʃ/, 3. /ʃ/, 4. /ʃ/, 5. /tʃ/

Track 22 (See page 203.)

F Play  Track 23. Have students practice saying the sentence slowly. Then tell them to try to say it faster.

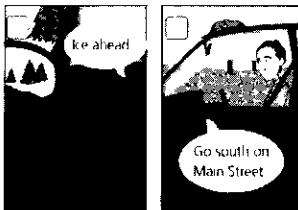
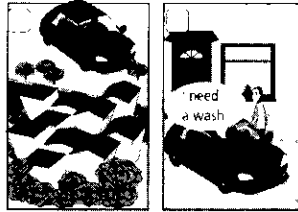
Track 23 (See page 203.)


▲ Have students practice the tongue twister in pairs. Invite volunteers to say it quickly for the class.

G Ask volunteers to describe what transportation is like these days. Divide the class into groups. Tell them to discuss the questions. Hold a class discussion to contrast current and future transportation.

A Work in pairs. Look at the pictures and answer the questions.


- How will cars be different in the future?
- What new technology will make it safer to drive?




B Listen  to an interview with two vehicle engineers about the future of cars. Mark (✓) in the boxes what cars will do.

C Listen to the interview again and underline the correct options to complete the sentences.


- Max Weber and Clara Bell are news presenters / vehicle
- There will be more / less traffic jams in cities
- Roads are going to be / not going to be safer
- If the driver doesn't drive well / react quickly, the car will decide what to do

D Listen  and number the words in the order that you hear them. Identify the difference in pronunciation.

wash /wɑ:ʃ/ watch /wɑ:tʃ/

E Listen  to the sentences. Mark the underlined letters /tʃ/ or /ʃ/.

- This is Kevin Jones for Channel 4 News
- Tonight we bring you a special program
- It will try to stop the crash
- Cars are also going to have communication systems
- It is on the future of cars

F Listen  and repeat the tongue twister. If Charlie chews shoes, should Charlie choose the shoes he chews?

▲ Work in pairs. Practice saying the tongue twister as quickly as possible.

G Work in groups. Discuss the questions.

- What do you think is the most important change to future cars? Why?
- In what other ways do you think transportation will change in the future?

CLASS 4

Objective: Comparing present situations to future possibilities

Language: *Now, most cars use gas. Solar, wind, and biofuel will be major energy sources.*

Think and Tell

Have students open the *Reader* to page 73. Elicit the five aspects of the future mentioned in the section they read and write them on the board: *home, school, entertainment, community, transportation*. Ask volunteers to name the predictions for each aspect. Write the information under each heading. Have students work in pairs, and choose the predictions they think will come true. Encourage volunteers to share the options they chose.

A Divide the class into reading groups. Have students turn to page 80 of the *Reader*. Tell students to read pages 80–85 silently. Then ask questions to check comprehension.
Page 80: *Why will shopping for clothes get easier?*
Page 81: *What will happen to the moon?*

Page 82: *Why will our air get much cleaner?*

Page 83: *How will alternative fuels help the environment?*

Page 84: *What will happen to our life expectancy?*

Page 85: *What is the difference between a realist and a dreamer according to the quiz results?*

Comprehension Check:

Have students do activity B on page 86 of the *Reader*. Walk around and monitor students' work. Suggest students use the *Reader* to check answers. Tell them to correct the false sentences. Invite volunteers to share their corrected sentences with the class.

Answers: 1. clothing measurements, 2. moon, 3. sources, 4. create

B Have students open the *Activity Book* to page 73. Have volunteers read the chart. Then have students complete the chart individually. Tell them to use the *Reader* (pages 73–85) to check answers. Have students compare their answers in pairs. Check as a class.

Answers: *School:* students will watch lectures on the computer; *Entertainment:* images will be holograms; *Clothes and Accessories:* cars will be powered by the sun; *Tourism:* a special booth will tell you where to shop, private citizens will take space vacations; *Energy:* solar, wind, and biofuel will be major energy sources; *Health:* doctors will predict health problems before they occur

C Focus attention on the verbs in the box. Tell students that these verbs can become nouns by adding *-tion* or *-ment*. Have students complete the table in pairs. Check answers with the class.

Answers: *-tion:* conservation, reduction, relaxation, pollution, production; *-ment:* replacement, movement, improvement, measurement, entertainment

D Ask students to reread the words from activity C. Have them work in pairs and instruct them to read the sentences before answering. Explain that they will use the

A Read the second part of the text "What Will the Future Look Like?" on pages 80–85 of your *Reader*

B Complete the chart using information from the *Reader*, pages 73–85

| Categories | Now | Future |
|-------------------------|--------------------------------|--------|
| Education | Use textbooks | |
| Entertainment | Watch TV | |
| Clothes and Accessories | Clothes are made of cotton | |
| Space Exploration | Trips to other countries | |
| Energy | Use coal, oil, and natural gas | |
| Health | There are many | |

C Write the verbs in the correct columns to form nouns

conserve • now • relax • improve
measure • pollute • entertain
produce

-tion -ment

D Use the correct forms of the words from exercise C to complete the sentences

- Special _____ will take your exact _____ when you go to the _____ shop for clothes.
- We can _____ natural resources by using environmentally friendly fuel.
- There will be less _____ in the _____ if people use solar energy.
- Clothes will be made from the sun and _____ from _____.

Product Step 2

B In your product groups, take out your list of predictions and classify them in the different categories in the table in activity B

A Make a present-future comparative chart like the one in activity B with the predictions from your list. Use it to compare the present to the future.

Now most cars use gas. In the future, cars will be using ethanol.

A Use the *Self-Check* to evaluate your comparative chart. Make any necessary corrections

Product Step 3

B Listen and express ideas to reach an agreement

- I answered questions about the future.
- I made predictions based on present situations.
- I wrote sentences that describe future situations.

P Keep your comparative chart and list of predictions for Step 3 of the Product

words from activity C to complete the activity. Check answers with the class. Encourage peer correction.

Answers: 1. measurements, 2. conserve, 3. pollution, 4. movement, 5. produce, 6. reduce

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

E Instruct students to work in their product groups. Ask them to look to the chart in activity B and have them use it to compare the present to the future. Refer students to activity D and have them use their ideas to come up with complete forecasts.

A Have groups take turns presenting their chart to the class. Then ask students if they think the future will be better or worse than our present. You should invite students to give solid arguments that justify their answers.

▲ Ask the class to write a list of things or situations they think will improve in the future. Divide the class into pairs. Have them exchange their lists to check grammar, spelling, and punctuation. Remind students to use the *Self-Check* box to check their lists. You could instruct them to use a separate sheet of paper to write a clean version of their lists to keep in their *Evidence Folder*.

Ongoing Assessment: List with Future Situations

Use this activity to assess students' progress. Observe students':

- ability to distinguish and express future situations.
- accuracy in extending repertoires of words to express future.

Compare the Results

Have students count how many As and Bs they have chosen in the *Reader*. Have students work in groups to discuss the results: *Who in the class is a realist? Who is a dreamer? Do you agree with the results?* Encourage students to check the website to read about more future predictions.

CLASS 5

Objective: Expressing conditions and their results

Language: *If students want to know something, they will use a digital textbook.*

Game: What Are I Predicting?

Divide the class into two teams. Explain that you are going to describe something about the future: *These will convert to small airplanes at the touch of a button (cars).* Tell students to raise their hands if they know the answer. If the answer is correct, give a point to the team. Continue with different sentences: *These will take energy both from the sun and from movement (clothes).* *There will be*

Glass 5

A Read the sentences from your *Reader*, pages 73-85. Underline the clauses that describe conditions, and circle the clauses that describe results.



1. If they want to know something, they will use a digital textbook.
2. If environmental conditions don't change, many species will become extinct.
3. If you start working to improve life now, your predictions will come true.

▲ Read the previous sentences and underline the correct option.

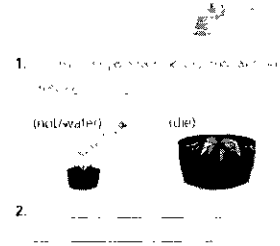
1. The sentences refer to something that is possible / impossible in the future.
2. We use will + bare infinitive / present simple to describe possible results to a situation.

B Match the conditions to the predictions about life in the future.

1. If a person has problems with a major organ, the internet will be the place to do it.
2. If you want to drive your car somewhere, scientists will build a body part.
3. If we use more alternative fuels, you will let a computer take control.
4. If you want to make friends, there will be less _____ in the environment.

C Use the pictures and the words in parentheses to describe possible results of different situations. Follow the example.

(drop) (freeze)



Product Step 3

D In your product groups, take out the subproducts from Step 3. Using your comparative chart, discuss what is required for these predictions to occur.

▲ Write a chain of events for the future. Use the sentences in activities A and B as a model.

If scientists discover a planet with water, humans will have another option for a place to live.

▲ Use the *Self-Check* box to evaluate your participation.

Self-Check Yes

Analyze written forecasts

- I understood and discussed predictions.
- I compared present and future situations.
- I used graphic and textual components.

P Keep your chain of events and other subproducts for Step 4.

74. ...

small colonies here (the moon). Solar, wind, and this will be major energy sources (biofuel).

First Conditional

The first conditional is used to talk about possibilities in the present or in the future. The *if* clause states a present fact, and the result clause, a possible result. The *if* clause can come either before the result clause or after. When an *if* clause comes before the result clause, a comma is used to separate them. When the result clause comes before the *if* clause, a comma is not used. *If we run out of fossil fuels, we will need other sources of energy. We will need other sources of energy if we run out of fossil fuels.*

A Have students open the *Activity Book* to page 74. Tell them to read the sentences and complete the exercise.

Answers: *underlined:* If environmental conditions don't change, if you start working to improve life now; *circled:* many species will become extinct, your predictions will come true.

▲ Divide the class into pairs. Have them complete the exercise. Tell them to use the example sentences as a reference.

Answers: 1. possible, 2. infinitive

Observe in Context

Write on the board: *If students want to know something, they will use a digital textbook.* Underline the *if* clause and circle *want* and *will use*. Point to *want*. Ask students: *What is the tense? (simple present)* Point to *will use* and ask the same question (*future*). Tell students that this sentence is in the first conditional. Explain that the *if* clause indicates a condition and the rest of the sentence indicates a result. Have students find examples in the *Reader*. Write them on the board and help the class identify the condition and the result for each sentence.

B Read the instructions and explain to students that they will match sentences 1–4 to the phrases below. Do the first sentence with the class. Then have the students work individually.

Answers: (from top to bottom) 4, 1, 2, 3

C Have students study the example and then complete the exercise. Tell them to use the first verb in parentheses for the condition and the second one for the result. Remind them to use the correct tense in each clause. Invite volunteers to read their sentences to the class.

Answers: 2. If you don't water the plant, it'll die. 3. If he visits Paris, he'll see the Eiffel Tower.

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

D Students work with their *Product* groups. Guide students into a discussion about the consequences of their predictions. You can

encourage students to ask as many questions as they want about the future they imagine with their predictions.

▲ Students use the sentences in the *Activity Book* to write a chain of events for the future. They can use the sentences in activity A as a model. You may tell students to practice asking and answering questions to each other about the new reality they imagine with these sentences.

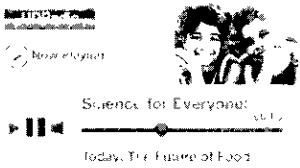
▲ You might go over the items in the *Self-Check* box before students evaluate themselves. You can have students share their evaluations with a group partner and think of ways they can improve.

CLASS 6

Objectives: Analyzing future possibilities. Reaching a consensus.

Language: *In fifty years, if you want a hamburger, you will pay a high price for it. Do we include appetizers in the menu?*

Personalize It!
Class 6



Science for Everyone!
Today, The Future of Food

D Work in your product group. Exchange ideas about food in the future and complete the sentences.

- In fifty years, people won't eat organic food, because _____
- In the future, food won't be cheap, so _____
- Some people already _____
- By 2050, restaurants will _____

A Work in pairs. Look at the title of the radio program and the pictures, and answer the questions.

- What are the people eating?
- What do you think food will be made of in the future? Why?
- Do you think food will taste better in the future? Why or why not?

B Listen to an interview about the future of food and compare your answers to what the expert says.

C Listen to the interview again and mark the sentences T (true) or F (false).

- By 2050, the world population will increase to nine billion.
- It takes 2,000 gallons of water to raise one _____ of bugs.
- Insects are high in protein.
- Many cultures already eat bugs as part of their diet _____
- Insects take a long time to grow.

E Work in groups. Imagine that in the future you are the owners of a restaurant and answer the questions.

- What type of food would you serve?
- What will be your best dish?
- How expensive would it be?
- What would make your restaurant special?

▲ Write the description of your best dish, including the cost.

▲ Present your dish to the class. Decide on the best restaurant for the future.

▲ Use the *Speaking Rubric* on page 8 to evaluate your presentation and write your scores below.


My partner's score _____

My score _____

Class Discussion

Divide the class into groups. Have students discuss how foods will be different in the future: *What will people eat? What will future foods taste like?* Invite students to share their predictions with the class.

A Have students open the *Activity Book* to page 75. Divide the class into pairs. Read aloud the questions and have students discuss and share their answers.

B Play  *Track 24* and have students compare their answers with the audio. Encourage them to share if their answers were similar or different.

Answers: Answers may vary.

C Have students read the sentences. Play the interview again and have students answer the statements. Check answers with the class.

Answers: 1. T, 2. F, 3. T, 4. T, 5. F

D Engage students in a discussion of what they think life will be like in the future in the place they live. Before starting the discussion, have students read the *Speaking Checklist* in the *Activity Book*. Encourage students to show respect when a classmate is talking. Help students if they are not able to come up with the correct term and guide them to improve their pronunciation.

E Instruct students to work in groups. Have students imagine they are going to be owners of a restaurant. Encourage them to ask and answer each other the questions in activity E. Then have the groups discuss their answers with the rest of the class.

▲ Students write the description of their best dish, including the cost. You can encourage students to make their teammates guess which dish it is.

▲ Students present their dish to the class. You may encourage students to ask questions about their classmates' dish, like ingredients or size.

▲ Students use the *Speaking Rubric* to evaluate their participation in activity E. They should work together to come up

with suggestions for how to improve their fluency. Groups take notes of the discussion they had with their classmates. You may encourage students to share their opinion on whether they think the discussion was a constructive dialogue or not.

Interview

Divide the class into pairs. Have students imagine they are living in the future, in a different country, etc. Encourage students to ask each other questions about what they do for a living, what the world is like, the climate, etc.

CLASS 7

Objective: Making predictions

Language: *If you study hard, you will get an excellent job. Why do we use contractions?*

My Future Job

Write this sentence on the board: *In 2040, I will work as...* Ask students to think of three options to finish the sentence. Tell them to take into account the predictions they have read about the

Class 7

A Work in pairs. Look at the pictures in the infographic article and predict what types of jobs will be necessary in the future.

Jobs of the Future!

If you study hard, you will get an excellent job. But what kind of job? We do not even know what some of the jobs of the future will be! Here are some predictions.

Climate Change Jobs

The world will continue to get hotter, and it's clear we will need scientists who specialize in cooling us down.

Artificial Organs

As medicine advances, so will the need for body parts. There will be artificial hearts, as well as other organs.

Space Exploration

The future of farming is hot! We will not have space on the ground for all our food needs.

Space Tourism

As space tourism grows, we will need pilots to take people to new destinations. There will also be opportunities for tour guides and architects.

A Read the article and number the pictures with the jobs mentioned.

B Work in pairs. Read the article again and answer the questions.

1. Why is the job of a climate change specialist important?
2. What kinds of body parts will people make in the future?
3. Why is it necessary to farm vertically?
4. What different job opportunities are available in space?
5. Why do you think the article is making predictions about jobs?



"I'm going to be a technician, but I won't fix cars or lighting. I'll specialize in body parts! It's going to be an important job in the future!"
Steve, 12



C Read the phrases and rewrite them using contractions.

- | | |
|-------------|---------|
| 1. I am | 3. will |
| 2. will not | 4. it's |

A Work in pairs. Discuss when we use contractions in speaking or writing.

D Work in groups. List the jobs from the article in order of interest. Give reasons for your answers, and discuss what jobs you and your group members would be good at.

A Look at Steve's comment in activity A. With your group, write a constructive prediction of the future job of each member of the group.

future and what they would like doing. Divide the class into groups. Tell them to share their ideas. Ask them to choose the three jobs they think will be most successful in the future. Have volunteers share their selection with the class.

A Have students open the *Activity Book* to page 76. Ask volunteers to describe the pictures. Encourage students to name jobs related to each. Have pairs discuss the types of jobs that will be necessary in the future. Ask volunteers to share their ideas with the class.

▲ Ask students to read the text to number the pictures. Check answers with the class.

Answers: (from top to bottom, left to right) 1, 2, 3, 4

B Divide the class into pairs. Ask them to underline the text where they got their answers. Check as a class.

Answers: 1. Because they will help cool the world down. 2. Artificial. 3. Because we will not have space on the ground for our food needs. 4. Pilots, tour guides, and architects. 5. Answers will vary.

C Have students write the contractions individually. Tell them to check their answers in the text. Ask volunteers to spell out the answers. Use this opportunity to teach the word *apostrophe*. Check as a class.

Answers: 1. I'm, 2. won't, 3. I'll, 4. it's

▲ Elicit or teach what a contraction is (a short form of a word group made by leaving out sounds or letters). Refer students to the article to help them notice the different registers where contractions are used (formal and informal).

D Divide the class into groups. Have them categorize the jobs. Encourage students to propose an order and negotiate with their partners. They may have to compromise to achieve the task. Ask students to say what they are good at and choose a job that would be suitable for them in the future. Hold a class discussion about the most popular jobs and what makes them popular.

▲ Students will read again Steve's comment from activity A. Students write a prediction of the future for each of their teammates. You can monitor the activity to make sure students use proper grammar and spelling.

Ongoing Assessment: Discussion

Use this activity to assess student's progress. Observe students':

- ability to express preferences.
- negotiation skills to reach agreements.

CLASS 8

Objective: Writing an email about future plans
Language: I'll be a game designer.

Communication Now

Write these headings on the board: *Family, Friends, and School*. Divide the class into groups of three. Ask students to choose

- A** Work in pairs. Look at the article about the future on page 76 and discuss the questions. Give reasons for your answers.
1. Is it formal or informal? How can you tell?
 2. Who is it for?
 3. What is its purpose, to inform or to entertain?
 4. What other characteristics can you identify?
- ▲ Read the *Writing Checklist* and decide if the infographic article on page 76 includes each point.

Product Step 4

3. In your product groups, take out the subproducts from Step 3. Choose a category from your present-future comparative chart to make your infographic article.
4. Pick four predictions in the category you chose and make notes in the graphic organizer.


| |
|--|
| Title |
| Introduction: Brief explanation of the topic |
| Prediction 1 |
| Prediction 2 |
| Prediction 3 |

Writing Checklist

- Infographic article about the future
- ✓ Includes a clear title
 - ✓ Starts with a brief introduction
 - ✓ Each paragraph talks about a different aspect
 - ✓ Includes pictures

C Draw a picture to illustrate each of your predictions. You can also use pictures from a magazine or the Internet

D Create an infographic article about predictions in the area you chose. Use your notes, the *Writing Checklist*, and the example on page 76 as a guide.

 Go to pictochart.com to help you with the design of your infographic article. <https://pictochart.com/blog/layout-6-the-perfect-way-to-visualize-articles/>

E Work with another product group. Exchange your articles and check each other's work. Make sure the other group's article includes all the points in the *Writing Checklist*.

▲ Use the *Writing Rubric* on page 8 to evaluate their work and write your scores below

Other group's score
My group's score

▲ Write a final draft of your infographic article.

P Keep your infographic article for Step 5 of the product

Class 8

a topic each. Tell them they have one minute to write down all the ways they communicate with their family, friends, or people from school. Then have them share their answers and identify the most common means of communication. Ask volunteers to share their findings with the class.

A Have students open the *Activity Book* to page 77. Divide the class into pairs. Ask them to discuss different jobs that can be related to the article. Have volunteers share their ideas with the class.

▲ Students read their *Writing Checklist* and make sure that the article on page 76 includes all of the statements in the box.

Product Step 4

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

B Students will reread the product from step 3. They should choose a category from their comparative chart. You can have students discuss which category they would like to choose and why.

▲ Students will write four predictions based on a category they choose. You can encourage students to read their predictions to the rest of the class and discuss what each of their classmate's think could happen.

C Students illustrate their predictions with a drawing or an image from a magazine. You can suggest that they go to the front of the class with the same picture and explain their drawing.

D Students create an infographic article about their predictions. Tell students they can exchange articles with a classmate so they can receive feedback.

E Students will exchange their articles with a classmate. Encourage them to give and receive feedback. Tell students they should be respectful and tactful.

▲ Students will use the *Writing Rubric* on page 8 to evaluate the ideas of others as well as their own.

▲ Students write a final draft of their infographic article. Tell them they can swap it with a different classmate so they can receive feedback.

Ongoing Assessment: Constructive Dialogue about Own and Others' Forecasts

Use this activity to assess student's progress. Observe students':

- ability to show a critical and self-critical constructive attitude.
- ability to evaluate one self's and classmates' strengths.

CLASS 9

Objective: Expressing conditions and results

Language: *If I feel tired, I'll go to bed early.*

Product Step 5

The students will finalize work on the *Unit Product* in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

A Ask students to work in their product groups. Ask them to take out their *Evidence Folder* and have them write a paragraph based on the ideas they collected throughout the unit. Tell students they can initiate a debate between their classmates in case they don't agree with their arguments.

B Instruct students to present their forecasts to the class. Invite students to come up with good questions for the forecast. Encourage students to create a respectful environment.

C Have students read the form. Encourage them to be as objective as they can with the progress their product group made and mark only the requirements they met. Once they have filled out that column, have them fill out the other column to assess a different group.

D Have students work in their product groups and use the *Self/Peer Evaluation* form above to write a short review about the team they evaluated. Make sure they keep their review in their *Evidence Folder*.

E Have students compare their product against the one they assessed for their classmates. Have them read the questions and encourage them to answer them as objectively as possible. Have them share the answers with the class.

**Ongoing Assessment:
Sentences Describing Future
Situations**

Use this activity to assess students' progress. Observe students':

- accuracy using future tenses to write forecasts about the future.
- ability to check spelling and punctuation.

Extra Feedback

Have product groups exchange forecasts. Tell them to read the other group's work and write some notes to give feedback. Tell them to consider if the structure and register of the forecast is adequate and if the introduction and conclusion help the text to read better. Encourage them to write suggestions to improve their partners' work. Remind them to be respectful.

Forecasts about Life in the Future

Product Step 5

A Work in your product group. Practice your presentation of their forecast about life in the future. Use your infographic article from Step 4 of the Product.

B Take turns presenting the forecasts to the class. Answer any questions they may have.

C Use this evaluation form to assess your performance of the forecast presentation and that of another group.



Self-Peer Evaluation Form

Mark (✓) each aspect of the checklist that was covered in the presentation.

My Group Another Group

On the forecast, include an introduction and conclusion?

Did the team use the language learned in the unit to talk about the future?

Were the different topics of the forecast clear with complete ideas?

Did the forecast include images?

Was the presentation of the forecast clear?

D Work with your product group. Write a short review of a different team's performance.

E Compare the two assessments you did in activity C and answer the questions.

1. What differences are there?

2. What did you do well?

3. What do you need to improve?

CLASS 10

Objectives: Describing future situations. Describing conditions and results.

Language: *The average person is going to live much longer. Future cars will cause less pollution in cities. If we run out of oil, we will need a new energy source.*

Glossary Chain

Have students open the *Activity Book* to page 79. Divide the class into groups of two to four. Distribute a die to each group and a counter to each student. Tell groups to have each player roll the die. The player with the highest number starts the game. Have players roll the die and move their counters the corresponding number of squares. Tell the students they must complete the conditional sentences correctly or they must move back to the square they were on before. The first player to reach the Finish square wins.

Evaluate Your Collaboration

▲ Have students turn to page 80. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their collaboration with their product team, their progress, and what they learned. Have students work with their product partners and look at the *Evaluate Your Collaboration* section. Tell them to analyze and reflect on their product and fill out the checklist. Individually have students take out their *Evidence Folder* and look at their work. Ask them guide questions: *Can you see a progression? How was your performance in the first activity compared to the last one?* Invite them to answer the questions from the *Evaluate Your Progress* section honestly.

Game Quest

Class 10

Players: 2 to 4 **You need:** A die, counters

Rules: Roll the die and move the corresponding number of squares from the START box. Use the prompts to complete the first or second half of the first sentences. If correct, stay on the square. If incorrect, return to your previous square. The first player to reach the end is the winner.

START

1 If I study hard,...

2 If I feel tired,...

3 ... there will be a lot of pollution.

4 If we don't stop climate change,...

5 If you eat bugs,...

6 ...they'll have lots of fun.

7 ...he'll call.

8 If cars are automated,...

9 ...I'll travel to space.

10 If I don't water the plants,...

11 ...he'll learn French.

12 If robots cook dinner,...

13 ...you'll do well in school.

14 ...if she studies math,...

15 ...he'll become a space pilot.

16 If we have vertical farms,...

17

18

FINISH

Grade Rubric

▲ Reflect on your performance and underline the answers that describe your experience.

- During the game, I felt
 - confident all the time
 - confident sometimes
 - insecure
- After playing the game, I feel I ... express consequences and predictions about the future
 - can
 - more or less can
 - can't
- To perform better next time I need to
 - practice more
 - review first conditionals
 - work really hard

79

Evaluate Your Progress

▲ Ask students to look at the work they have gathered for the *Evidence Folder*. Have them reread their notes and lists and encourage them to add any other work they have about the future. Draw their attention to the questions and have them write the answers. Have a volunteer share his or her answers with the rest of the class.

Evaluate Your Achievements

▲ Draw attention to the evaluation chart at the bottom of the page. Encourage students to assess their work throughout the unit. Have them read the outcomes and use the scale to grade their learning. Motivate students to reflect on possible improvements.

Suggested Evaluation

Instrument: Anecdote

Use the *Anecdotal Note Form* below to record each student's product performance. Include notes about:

- appropriate register and format to target reader.
- fluency and interaction.
- grammar, vocabulary, and pronunciation.

To evaluate students, use the *Marking Criteria* on page 198.

Name:

Forecast:

Performance Description:

Questions Answered:

Self-Evaluation

Evaluate Your Collaborations

- ▶ With your product group, grade each aspect to reflect the way you worked together. Then complete the table.

3 = Always 2 = Sometimes 1 = Never

| Product Collaboration Analysis | |
|---|---------------------------------|
| | Aspect: If 1 = Need Improvement |
| We contributed with useful ideas | |
| We researched everybody's opinions | |
| We took turns to talk | |
| We finished on product on time | How to Do Better Next Time |
| We helped each other when needed | |
| We worked well with other group members | |
| Total | |

Evaluate Your Progress

- ▶ Assess your progress throughout the unit and answer the questions

1. Did you collect all the suggested evidence?
2. What activity was harder for you to achieve?
3. What activity was easier?
4. What were your strengths?
5. What were your challenges?

Evaluate Your Writing Outcomes

- ▶ Read the learning outcomes and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

| Learning Outcomes | Grade | Reflection |
|---|-------|------------|
| I can revise samples of written forecasts. | | |
| I can listen to and identify ways of expressing future actions. | | |
| I can formulate and respond to questions to understand forecasts. | | |
| I can write sentences to create forecasts. | | |

- ▶ Reflect on each learning outcome and write a comment or suggestion

Assessment

Photocopy *Assessment 6* on pages 186–187. Have students complete the assessments individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 196.

- 1 Work in groups. Look at the pictures and answer the questions.
 - a. What are the characters doing in each scene?
 - b. Have you read this type of story? What is it called?
 - c. Which comic style do you like best? Why?
- 2 Think about your participation.
 - a. Which language did you use to answer the questions?



The social purpose of this unit is

- ▲ to read comics to discuss cultural expressions.

To do this, you will

- ▲ select and revise comic strips in English.
- ▲ interpret content in comic strips.
- ▲ exchange opinions about cultural expressions in a discussion.

All of these activities will build up to the final product.

P A Comic Book Discussion

| Steps | Activities | Subproducts |
|-------|--|-----------------------------|
| 1 | Make a chart comparing characters from your favorite comics. | Characters' description |
| 2 | Make a list of different genres of comics and compare their characteristics. | Comparative chart of genres |
| 3 | Decide on the moral of some of your favorite comic book stories. | Notes |
| 4 | Write an opinion essay about your favorite comic genre and the ideas in it. | An opinion essay |
| 5 | Have a discussion about your favorite comics. | Peer's written feedback |

Unit 7

CLASS 1

Objective: Exchanging opinions about the content of a comic
Language: *Flexor battled a giant to save some children. That's not fair. No, it isn't.*

Before You Start...

1 Tell students to work in groups. Have them open the *Activity Book* to page 81. Ask students to look at the pictures or project the Unit 7 images on the *Class CD* and try to identify the comics where they come from. Then, ask students to answer the questions together.

2 Have students reflect on their answers in activity 1. *What language did you use? How many comics did you identify?* Monitor the activity. Let students think about their answers and have them discuss. Ask students to read the rest of the page so they know what they are going to learn throughout the unit.

A Have students open the *Reader* to page 87. Ask students to look at the picture and read the title: *Better Together*. Elicit the name of the author. Tell students to predict what the comic is about. Discuss the first question with the class and write students' responses on the board. Then have students work in pairs to discuss the other questions. Invite students to share their ideas with the class. Ask for examples of heroes and villains they know, and have students describe the characters' superpowers and other characteristics. Divide the class into reading groups of six.

Class 1

A Read the first part of the comic "Better Together" on pages 88–92 of your *Reader*.

B Number the events in the order they happened in the first part of the comic.



D Use the correct form of the words from activity B to complete the dialogues about the comic in the *Reader*.

A: Lexor 1) _____ a giant to save some children.

B: How did he do it?

A: By using his superpower. He picked up the bus! He's 2) _____.

A: Megacorp tried to 3) _____ the Wangs to get their store. At first, the Wangs weren't 4) _____.

Mr. Wang said, "No way!"

B: The Wangs were 5) _____ but Megacorp tried to burn down the store! That wasn't 6) _____!

E Discuss these questions with the class.

a How much do you help your community? Why?

b What are the areas where your community needs help? What can you do about it?

c Do you think that humans are better together? Why or why not?

A Work in pairs. Take turns retelling the comic story. Then discuss what you think will happen next.

A Match the pictures from the characters to what the people say.

We'd better _____.

I'll never sell!

Lexor is the funniest.

She's Egyptian, like me!

C Label the words V (verb) or A (adjective).

Use your *Reader* to understand the context.

- | | |
|-----------|-----------|
| 1. battle | 4. scared |
| 2. brave | 5. fair |
| 3. bully | 6. strong |

Have students open the *Reader* to page 88 and ask them to read the story silently to the end of page 92. Have students compare the superheroes they know to the ones Jamila, Hiro, and David talk about in the story.

Comprehension Check

Refer students to activity A on page 98 of the *Reader*. Have them read the questions and answer them individually. Walk around and monitor students' work. Invite volunteers to share their answers with the class.

Answers: 1. a, 2. a, 3. a

B Focus students' attention on the pictures. Have them describe the pictures in pairs. Ask students to match the pictures to the dialogues from the comic. Check answers with the class. Encourage students to use sequencing words (*first, next, after that, etc.*) to describe the events.

Answers: (from left to right) 4, 1, 3, 2

A Have students work in pairs and take turns describing the comic story. Ask students to discuss what they think will happen next. Discuss students' ideas as a class.

CLASS 2

▲ Divide the class into pairs. Have one student read what people say and the other point to the corresponding picture in activity B. Review answers as a class.

Answers: (from top to bottom) 4, 3, 2, 1, 5

C Write examples of verbs and adjectives in context on the board (*It is a fast car. She runs. The man is kind.* Etc.). Have the class identify the verbs and adjectives and say what they do (a verb describes an action or state, an adjective describes things or people). Ask them to refer to the *Reader* to find the answers for the words in the story. Remind them that some words can be verbs or adjectives depending on the context (for example, *battle*, *bully*, and *rescue*), but that they must use the context in the *Reader*. Check answers with the class.

Answers: 1. V, 2. A, 3. A, 4. A, 5. V, 6. A

D Have students work individually to complete the dialogues. Ask them to check their work in pairs. Invite pairs to read the dialogues aloud to check answers as a class. Make sure students use the correct form.

Answers: 1. battled, 2. strong, 3. scared, 4. brave, 5. fair, 6. rescued

E Organize a class discussion. Encourage all students to participate. Call on weaker students to share their ideas and suggestions.

Objective: Recognizing and making comparisons

Language: *He is more powerful than Kenji! Japanese heroes are the most intelligent.*

Read and Review

Have students open the *Reader* to page 87. Ask them what the story is about: *Superheroes, kids who want to enter a comic contest, a neighborhood fight, bullies*, etc. Ask them to read the first half of the text again silently. When they have finished, ask questions about each page to check comprehension.

Page 88: *What do Jamila and Ashjan have in common?*

Page 89: *What does Hiro think about Japanese heroes?*

Page 90: *What does the man from Megacorp want?*

Page 91: *What does Hiro think is unfair?*

Page 92: *What does David do at bedtime?*

Comparative and Superlative Forms

We form comparative and superlative adjectives by adding *-er/-est* or *more/the most* to most adjectives. However, there are some irregular adjectives that do not follow the typical pattern: *bad (worse, the worst)*, *good (better, the best)*, and *far (farther, farthest)*. *Little* has two forms. When it refers to size, *littler* and *littlest* are used. When it refers to an amount, *less* and *the least* are the correct forms.

Observe in Context

Copy these sentences onto the board: *He is more powerful than Kenji! Japanese heroes are the most intelligent.* Ask students to identify the adjectives and underline them. Point to the first sentence and ask: *How many elements is the speaker comparing?* (Two.) Repeat the question for the second sentence (three or more). Add *of all superheroes* to the second sentence. Illustrate that the superlative implies a comparison between three or more elements. Elicit the forms for comparative and superlative from the class and draw a box around them (*more... than* and *the most...*). Have students find more examples in the first half of their *Reader* and write them on the board.

A Have students open the *Activity Book* to page 83. Read the sentences as a class. Ask students to underline the words that compare two or more elements. Check answers with the class.

Answers: 1. braver, stronger than; 2. busier; 3. more powerful than; 4. the most intelligent; 5. the coolest; 6. the funniest

▲ Have students match the sentences in activity A to the rules. Have them check their answers in pairs. Ask volunteers to share answers with the class.

Answers: (from top to bottom) 1, 3, 2, 5, 4, 6

B Have a volunteer read the adjectives in the chart aloud. Elicit the forms for *fair* from the class and write them on the board as a model. Have students complete the rest of the table individually. Tell them to refer to the rules in activity A as a guide. Draw the chart on the board and have volunteers come to the front to complete the answers.

Answers: (from left to right, top to bottom) fairer, the fairest; more powerful, the most powerful; busier, the busiest

C Have students look at the pictures. Write *strong*, *intelligent*, and *lazy* on the board. Ask questions to elicit models: *Who did you think is more intelligent, Tiny or Intellica? Who do you think is the laziest?* Have students use the information in the chart to compare the characters.

Answers: 2. Lexor is the tallest. 3. Lexor is faster than Tiny. 4. Intellica is shorter than Lexor. 5. Lexor is weaker than Tiny. 6. Tiny is the most powerful.

Product Step 1

The students will begin work on the *Unit Product* in this class. You can allow students to form their own groups or group students according to their strengths and weaknesses, so students can help weaker students. It is also recommended for students to work with different students from unit to unit. It's important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

D You might tell students that in this unit they will have the chance to talk about and compare their favorite comic characters. If some product groups do not like comics, then this is the chance for them to express why. Students make a chart similar to the one in activity C with some of the characters they thought of.

A Read the following sentences from the comic "Better Together" on pages 88-92 of the *Reader*. Underline the words that compare two or more elements.

1. He is also braver and stronger than both of them.
2. It's busier over there.
3. He is more powerful than Kenj.
4. Japanese heroes are the most intelligent.
5. They can't agree on the coolest.
6. Lexor is the funniest.

A Work in pairs. Look the sentences in activity A and match them to the rules.

1. To compare two nouns
We add *-er* to one-syllable adjectives
We use *more* before adjectives with two or more syllables
We drop the *y* and add *-ier* for two-syllable adjectives ending in *-y*
2. To compare three or more nouns
We add *-est* to one-syllable adjectives
We use *the most* before adjectives with two or more syllables
We drop the *y* and add *-est* for two-syllable adjectives ending in *-y*

B Complete the chart with the correct forms of the adjectives.

| Adjective | Comparative | Superlative |
|-----------|-------------|-------------|
| powerful | | |
| busy | | |

C Work in pairs. Use the pictures of the comic characters and the information in the chart to describe the characters. *Intellica is more powerful than Lexor.*

| | Lexor | Intellica | Tiny |
|--------|----------|-----------|---------|
| Height | 80 cm | 70 cm | 50 cm |
| Speed | 20 km/h | 10 km/h | 5 km/h |
| Age | 10 years | 15 years | 5 years |
| Power | 100 | 80 | 50 |

1. (powerful) Intellica, Lexor
2. (tall) all
3. (short) Intellica, Lexor
4. (powerful) all

Product Step 2

D Form a product group. Make a chart like the one in activity C to compare characters from your favorite comics or TV cartoons. Use the *Self-Check* to evaluate your participation.

A Write a description of a character

Self-Check

Revise comic strips in English

- I identified characters in comics.
- I made my preferences clear.

P Keep your characters' descriptions for Step 2

You might suggest that they draw their characters as well. Students evaluate their participation using the *Self-Check* box. You might want to discuss students' results as a class.

- ▲ Students can choose one of the characters in their chart to describe. It might be a good idea if each student writes about a different character. You can elicit from the class what information they need to include in their description, i.e., appearance, personality, motivation, etc.

Ongoing Assessment: Comparative Chart and Discussion

Use this activity to assess students' progress with the rubric below or a similar one:

Mark or according to your students' performance.

- shares opinions
- defends their own ideas with arguments based on facts
- questions stands based on common sense opinions

CLASS 3

Objective: Comparing different comic book styles

Language: *DC heroes are happier about their powers.*


Do you like to draw comics?

What kinds of things can we collect?


Ask students if they or someone they know has a collection. Invite volunteers to say what they collect. Encourage the class to ask follow-up questions: *When did you start collecting X? How many... do you have?* Have them work in groups to list things that people can collect. Have groups share their answers and write them on the board. Have the class identify the most common item, the strangest, the most expensive, etc.

A Have students open the *Activity Book* to page 84. Ask students to share ideas about the picture in pairs. Monitor the activity and encourage students to give reasons for their ideas.

Answers: *Answers may vary.*

B Tell students that they are going to listen to an interview with Marc about two comic book publishers. Ask students to look at the information in the table before they listen to the track. Play  *Track 25* and have students identify the genres according to his description and write them at the top of the correct column. Have students compare answers in pairs.

Answers: *(from left to right) Manga, Superhero Track 25 (See page 203.)*

C Ask for volunteers to read the statements aloud and ask the class if they are true or false. Play  *Track 25* again and have students complete the activity individually. Ask them to compare answers in pairs. Then elicit answers from pairs to check as a class.


Answers: 1. T, 2. F, 3. F, 4. T


D Explain that intonation is when speakers change the pitch of their voice in a sentence. Say that sometimes intonation

Class 3


A Work in pairs. Look at the picture of Marc and answer the questions.

- What do you think his job is?
- What do you think he likes to collect?




D Listen  and repeat the questions, using the same intonation.

- Do you still collect comics?
- Which type is the most valuable?
- Are manga comics more realistic?
- What else is different?

B Listen  to Marc talking about comic book genres. Complete the table with names of the genres, *Manga* or *Superhero*.


| Genre | Black and white | Colorful |
|-----------------|-----------------|------------------------|
| Characteristics | Japan | US or imaginary places |
| | Realistic | Realistic |

E Listen  to the questions and mark the intonation up (↑) or down (↓).

- What kind of comic books do you like?
- Do you like to draw comics?
- How did the superhero get her power?
- Can most superheroes fly? ...
- What was your favorite comic as a child? ...

C Listen to the interview again and mark T (true) or F (false).

- Marc is a comic book writer and collector.
- Superhero comics are funnier.
- Manga are not enjoyable because they are more serious.
- Both comics show different cultures.

 To learn more about comic genres, go to www.freecomickbookday.com/Article/116248
Genres: Categories

F Underline the correct option.

- For **yes/no** questions, the intonation goes up / down at the end.
- For **wh-** questions, the intonation goes up / down at the end.

Product Step 2


F In your product groups, take out your characters' descriptions and classify them by genre. Think about the different genres and characters and discuss the questions. Use the sentences in activity C to help you.

- How do the characters differ according to their genres?
- How do you think villains affect a story?
- Do you think every comic story has a message for the readers? Why?


G Compare the comic genres you know. Make a comparative chart similar to the table in activity B.

P Keep your comparative chart and characters' descriptions for Step 3.

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rises, and sometimes it falls. Tell students that they will hear somebody say the questions and to pay attention to the intonation the speaker uses. Play  *Track 26* and have students repeat the questions. Play the track again, pausing after each question. Use gestures indicating "up" or "down" to help students identify the intonation patterns. (In questions 1 and 3, the intonation rises; in 2 and 4, it goes down.)

Track 26 (See page 204.)

E Have students read the questions silently. Ask them to predict the intonation they will hear. Play  *Track 27* and have students mark the patterns individually. Check answers as a class.

Answers: 1. ↓, 2. ↑, 3. ↓, 4. ↑, 5. ↓.

Track 27 (See page 204.)

▲ Focus students' attention on the sentences. Have students work in pairs to identify the intonation rules for questions and have them underline the correct option.

Answers: 1. up, 2. down

Product Step 2

The students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

F Students will use their descriptions from Step 1 for this activity. You might want to brainstorm different comic genres and list them on the board. You can have students classify their characters in their product groups and then report to the class. Organize this activity as a class discussion or have students work in their product groups. They can use the information on the board and their descriptions to justify their answers. They can use the sentences in activity C as a model for how to compare genres.

▲ You might want to refer students to the comparative chart in activity B to use as a model or to look for examples of comparative charts in this unit or others. Make sure that they understand that they need to compare similar aspects.

Game: Twenty Questions

Have students work in groups. Ask each student to secretly choose a superhero. Tell students to take turns asking *yes/no* questions until a member of the group guesses the superhero. Model the activity and ask questions. For example: *Is your superhero a man? No, she isn't. Does she fly? Yes, she does.* Monitor and check that students' question intonation rises. When groups have guessed a superhero correctly, encourage them to ask more *wh-* questions about the character. *What does he/she do? Why do you like him/her?* Once again, check students' intonation (it goes up).

CLASS 4

Objective: Identifying plot and elements of a comic
Language: *We're stronger together. Bullies can't win. Whoosh!*

Think and Tell

Write the title *Better Together* on the board. Elicit the names of the characters from the first half of the *Reader* and write them, too. Ask students what they remember about the problem in the neighborhood (Megacorp is trying to close down Mr. Wang's store). Have them predict what might happen next.

Group Read

A Divide the class into reading groups of six. Have students open the *Reader* to pages 93–97. Ask them to read silently, paying special attention to details. Ask comprehension questions for each page.
Page 93: *What do the villains plan to do to the Wangs' store?*
Page 94: *Who appears on the street suddenly?*
Page 95: *How do the heroes save the Wangs?*

Class 4

A Read the last part of "Better Together" on pages 93–97 of your *Reader*.

B Work in pairs. Look at the characters in the comic "Better Together" and describe their roles in the story.



Mr. Wang



David



Jamila



Megacorp villain

C Match the characters to the phrases. Use the *Reader*, pages 88–97.

- Thinks bullies are scared
- Protects his home from villains
- Tries to take over the neighborhood
- Wants to keep the neighborhood diverse
- Has a dream that turns out to be true

D Work in pairs. Answer the questions with information from the *Reader*.

1. What does Megacorp try to do to Mr. Wang's store in David's dream?
2. In his dream, how do David and his friends stop Megacorp?
3. What do the three friends decide to do in the end? Why?
4. What do you think the moral of this comic is? Why?

D Match the words from the comic to their meanings.

1. **leap** 2. **retaliate** 3. **laugh** 4. **dash**

- to open the mouth and take a deep breath because of excitement
- to bounce
- to move quickly or explosively
- to close with a loud noise

A Underline the correct options about the comic.

1. leap 2. retaliate

We use words like "whoosh" and "dash" in comics to describe a **1 sound** / **visual effect**. The words **2 retaliate** are different from the **3 sound** images they represent.

Product Step 5

B In your product groups, use your comparative chart from Step 2 to discuss the characters in different genres. Use the characters in activity B to give examples.

A Reflect on the following questions and make notes.

1. How do the characters help express the moral of the comic?
2. What do villains have in common?
3. How do you think the moral of different comics, fiction, or a video?

A Use the *Self-Check* to evaluate your performance in the discussion.

- Self-Check**
- Interpret content in comics**
- I recognized values in comics.
 - I shared my reactions to a text.
 - I expressed my point of view and listened to the ones of others.

P Keep your subproducts for Step 4.

Page 96: *What does Mr. Wang tell the kids to remember?*

Page 97: *What makes Ashjan, Kenji, and Flexor special, according to David?*

Comprehension Check

Have students do activity B on *Reader* page 98. Have students read aloud the statements to check answers.

Answers: 1. T, 2. T, 3. F, 4. F, 5. T

B Have students open the *Activity Book* to page 85. Ask students to work in pairs. Focus students' attention on the pictures and ask them to describe the characters' roles in the story to their partners. Ask questions: *What does he/she do? Why? What happens to him/her?* Encourage students to share their ideas with the class.

Answers: *Answers may vary.*

▲ Have students read the phrases aloud. Check that students understand the phrasal verbs *take over* (control) and *turn out to be* (become something in the end). Ask them to work individually to match the phrases to the speakers. Have them check answers in groups.

Answers: *(from top to bottom)* 1, 3, 5, 2, 4

C Have students work in pairs. Ask them to read and answer the questions. Encourage students to use the *Reader* as a reference. Invite pairs to share their answers with the class and say where they found the information.

Answers: 1. Megacorp tries to burn down Mr. Wang's store. 2. They become superheroes and work together. 3. Make all their favorite characters be heroes. 4. *Answers may vary.*

D Focus students' attention on the onomatopoeias (sound effects). Elicit their relevance in a comic (to imitate sounds). Have students work in pairs to match the words to their definitions. To check answers, have some students read the words aloud with feeling and ask others to define them.

Answers: *(from top to bottom)* 3, 4, 2, 1

▲ Have students read the text silently and underline the words to complete the activity. Have students read the completed text in pairs to check.

Answers: 1. sound effect, 2. imitate, 3. sounds

Product Step 3

The students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

E Students will need their descriptions and comparative charts for this activity. Have students use the characters in activity B to give examples to support their opinions.

▲ You might want to review what a moral is before starting the discussion: the lesson a story teaches you. You can brainstorm with the class different stories they know and ask what the moral of the stories are. While students are discussing, you might want to participate in some of their discussions if you see they are not coming up with ideas.

▲ Students evaluate their participation using the *Self-Check* box. You can ask students to reflect on the items in the *Self-Check* and come up with ideas for improving their fluency. You might want to discuss results with individual students.

CLASS 5

Objective: Expressing and responding to opinions

Language: *In my experience, bullies are just scared. Do you mean working together?*

Game: Agree or Disagree

Divide the class into two teams. Tell teams they need to shout out if they agree or disagree with the following statements. The first team to answer must then justify their opinion. Tell them they will get a point for an appropriate justification. Then read aloud the following opinions one at a time. *I don't think Megacorp should bully small stores. Bullies are mean! I think superhero comics are better than movies. It is better to work together. Wonder Woman is faster than Spider-Man.* The first team to score three points wins.

Expressing Opinions

We often use affirmative statements to express strong opinions (*That's a terrible idea!*). To express our views more tactfully or politely, we use expressions like *I think... In my view...* and *In my experience...* This emphasizes that what follows is a personal opinion.

To disagree partially or politely, we often respond by prefacing our disagreement with phrases such as *I'm not too sure about that. I think...* To check understanding or clarify, we paraphrase, preceded by phrases such as *So what you're saying is...* or *Do you mean...?* We use many other phrases to give opinions or clarify, but these are the ones focused on in this class.

A Have students open the *Activity Book* to page 86. Have volunteers read the sentences aloud. Explain that we can express our ideas directly by using statements or we can state opinions more softly by using certain phrases. Ask them which is more polite (*using opinion phrases*). Have students underline the opinion phrases and compare answers with a partner.

Answers: 1. I don't think, 2. In my experience, 6. In my view

▲ Have students complete the activity in pairs. Invite pairs to read aloud the two-line dialogues to check answers as a class.

Answers: (from top to bottom) 2, 3, 1, 5, 4, 6

▲ Have students answer the questions in pairs. Check answers as a class. Point out that in question 1, the answers are in the first set of expressions, and for the other questions, the answers are in the responses.

Answers: 1. 4, 5; 2. 4, 5; 3. 1, 2, 5, 6; 4. 3, 4

B Have students read the complete dialogue and consider the meaning in context to choose the best options. Have

Class 5

A Read the sentences from the *Reader*, pages 88-97, and underline the words and phrases that express an opinion.



1. In my experience, billies are just scared.
2. Billies are mean!
3. So you're saying Merajapu will just
4. Do you mean working together?
5. In my view, that's what makes them special.

• Match each sentence from activity A to the most appropriate response.

- That's been my experience, too.
 — I'm not too sure about that. But some aren't very nice.
 — I don't either.
 — Yes, I do.
 — Not exactly. What I'm saying is I share your view.

• Answer the questions about the examples in activity A.

1. In which examples do the speakers check understanding?
2. In which responses does the speaker confirm or correct understanding?
3. In which responses does the speaker express agreement?
4. In which responses does the speaker express disagreement?

B Underline the best options to complete Yuko and Hassan's conversation.

Yuko: 1. In my view, I so you're saying

Wolverine is the bravest hero in the series.
 Hassan: 2. So you're saying "I don't think he's braver than Professor X?"

Yuko: Yes, 3. I am, I don't either.

Hassan: 4. I'm not too sure about that. I share your view. Professor X is the original X-Man. In my view, in my experience, the other X-Men could not win without him.

C Work in pairs. Look at the *Speaking Checklist* and think of strategies you need to fulfill the points in the checklist.

Speaking Checklist

- ✓ Use phrases to express an opinion
- ✓ Use phrases to express agreement or disagreement
- ✓ Use phrases to confirm or correct understanding about a statement

• Think of a character from a comic book and express your opinions about them. Use the *Speaking Checklist* and the instructions as guide.

Student A: Give your opinion.

Student B: Agree or disagree.

Student A: Confirm or ask for clarification.

• Evaluate your partner's performance using the *Speaking Rubric* on page 8. Practice the dialogue again using a different strategy.

• Evaluate your dialogues again and write your scores below.

My partner's best score

My best score

them complete the activity individually. Ask students to compare their answers in pairs. To check answers, have two volunteers read the conversation out loud.

Answers: 1. In my view, 2. So you're saying, 3. I am, 4. I'm not too sure about that, 5. In my view

C Have students read through the *Speaking Checklist* silently and think about the points that they have the most trouble with. Divide the class into pairs and have students talk about their problem areas and think of strategies they can use to improve their speaking skills.

▲ With the same partner, have students practice the short dialogue using one of the strategies they came up with.

▲ Refer students to the *Speaking Rubric* on page 8. Tell them to use the rubric to evaluate their participation in the dialogue. Have them note their scores. Ask students to repeat the dialogue using a different strategy.

▲ Have students evaluate their dialogue again and note their best score in their books. Have pairs discuss which strategy worked better and why. As a class come up with a list of strategies that help improve fluency.

Ongoing Assessment: Notes with Ideas and Beliefs Expressed in a Comic Strip

Use this activity to assess students' progress with the rubric below or a similar one:

Mark ✓ or ✗ according to your students' performance.

- ___ recognizes graphic and textual components
- ___ make preferences explicit
- ___ compare their own ideas and beliefs with those represented in comic panels and texts

CLASS 6

Objective: Exchanging information about comic book heroes

Language: *This story is about a terrible flood. She was born with a special ability.*

Fans and Collectors

Have students work in groups to brainstorm activities that attract collectors and dedicated fans. Write their ideas on the board (coins—collectors, soccer—fans, etc.). Have groups discuss who participates and what is interesting about the activity or collection item. Ask them to say which interests them the most. (*I'd like to join a fan club for... because... I think collecting stamps is interesting because...*)

A Have students open the *Activity Book* to page 87. Focus their attention on the photograph. Ask questions about the photograph: *What kind of event is this? What kind of fans are they?* Have students work in pairs to answer the questions. Elicit responses and write ideas on the board.

Answers: *Answers may vary (Note: at conventions people dress up and buy comics and merchandise.)*

B Tell students they are going to listen to two comic writers speaking at a comic

festival. Explain that this is a yearly event that attracts comic artists and fans from around the world. Play **Track 28** and have students label the panels *Fatima* or *Angen*. Tell them to listen for general meaning and not worry about every word.


Answers: (from top to bottom) *Angen, Fatima*
Track 28 (See page 204.)

C Have volunteers read the questions out loud for the class and have them say the answers. Play **Track 28** again and have students underline the correct option. Check answers as a class.
Answers: 1. a, 2. a, 3. b, 4. a, 5. b

D Elicit the qualities of the students' favorite comic characters: *What are the best superheroes like? How about the best villains?* Write their ideas on the board. Tell students to think about the list and draw a character to present at a comic convention. Walk around and monitor, helping with ideas and vocabulary when necessary. Have them complete the information card about their character and encourage students to include details in their drawings.

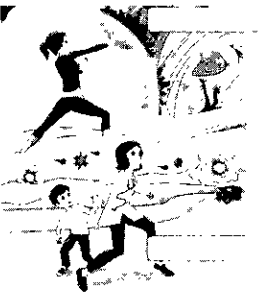
Class 6

A Look at this photo of a comic convention and answer the questions



1. What do you know about comic conventions?
2. What things do people do at comic conventions?
3. Would you like to attend a comic convention? Why? / Why not?

B Listen to an interview with writers and illustrators. Write the name of the superheroine in each panel according to the description: *Fatima* or *Angen*.



C Listen to the interview again and underline the correct option to answer the questions

1. What villain does Angen fight?
 - a. Natural disasters b. Monsters
2. What does Angen save a family from?
 - a. Mud b. Water
3. How did Fatima get her superpower?
 - a. She got it in an accident b. She was born with it
4. What can Fatima do with her superpower?
 - a. Heal the sick b. Fly
5. What happens to Fatima when she uses her superpower?
 - a. She gets angry b. She feels weak

D Create your own comic character for a comic convention. Complete the card and draw your hero.

Name _____

Background/Origin _____

Superpower _____

Explosive _____

A Work in pairs. Describe your comic characters

Do you want to know more about comic conventions? Go to www.comic-con.org.

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- ▲ Divide the class into pairs. Have students describe their characters. Encourage students to visit the website to learn more about the topic.

Present Your Character

Divide the class into large groups. Have students describe their characters to each other. Tell each group to decide which characters would work well together as a team and get into groups of four based on this idea.

CLASS 7

Objective: Identifying and developing elements of a comic
Language: *I think my favorite type of text is the comic. A good plot keeps the reader interested.*

Game: Text Types

Divide the class into teams. Tell them they have one minute to write a list of as many types of text as they can. Give an example of a type of text to start them off: *comic*. The team with the most correct answers after one minute wins.

- ▲ Have students open the *Activity Book* to page 88. Have students work in pairs. Tell them to look at the title and think about who would write a text like this and why (a student, to give opinions). Point out that the style of handwriting might help them work out what the text type is (an essay). Tell them to look at the pictures and say what type of text is the writer's favorite (comics).

Answers: *Answers may vary.*

- ▲ Have them read the text silently and underline the elements of a comic strip.
 - ▲ Focus students' attention on the pictures next to the text. Have them label the pictures with the correct element of the comic strip.
- Answers:** *(from top to bottom)* caption, character, sound effect

- ▲ Divide the class into pairs to discuss the questions. Check answers as a class.

Answers: 1. setting, 2. dialogue, 3. plot, 4. frames, 5. Captions give extra information about the action.

- ▲ Have students work individually to skim the text to complete the chart with the information. Ask students to compare their answers in pairs.

Answers: *(from top to bottom)* Comic; It is a mix of literature and art; Try to read one some time.

- ▲ Have students work in groups and share their information from the chart. Encourage them to give reasons for their opinions.

Glass 7

A Work in pairs. Look at the title and pictures and say what the text is about

My Favorite Text

I think my favorite type of text is the comic. The comic is made up of a series of pictures. I love the way a comic does. I like to know how all the elements fit together. I think you can make a comic for a lesson. Characters are the most important. I like to see what happens. I like to see what they are doing. I like to see what they are saying. I like to see what they are thinking. I like to see what they are feeling. I like to see what they are doing. I like to see what they are saying. I like to see what they are thinking. I like to see what they are feeling.

Where is Klavien?

LATER THAT NIGHT

B Read the text and underline the elements of a comic.

C Make notes in the chart according to the text.

Match the elements of the comic strip to the pictures in the text.

Favorite Type of Text

Reasons

Recommendation

Favorite Type of Text

Reasons

Recommendation

Work in pairs. Answer the questions about the elements of a comic.

1. Which element gives information about where the story happens?
2. What do we call the words the characters say?
3. What is necessary to keep readers interested?
4. What are the boxes where the action appears called?
5. How are captions different from speech bubbles?

Work in groups. Discuss the text and agree or disagree with what it says. Give reasons.

I don't think adults would enjoy comic books. Or, do you mean all comics in general? No, maybe just specific genres.

CLASS 8

Objective: Writing a comic strip
Language: *First, ... In addition, ... I think... In my opinion, ... I believe...*

Game: Hot Potato

Have students stand in a circle. Tell them that you will throw the ball to a student and say a word from the unit (*superpower, caption*) and they must use the word in a sentence as quickly as possible. Tell them that the object of the game is to have the ball for as little time as possible. Set a timer for ten seconds. Once the student makes a correct sentence, they throw the ball to the next person and say a word. Continue until everyone has had a chance to say a sentence.

A Have students open the *Activity Book* to page 89. Invite volunteers to read aloud the types of texts and genres. Have them choose their favorite. Divide the class into groups to share their choices. Tell them to give reasons to justify their choices.
Answers: *Answers may vary.*

B Have students read the items in the *Writing Checklist*. Ask students to name other important things to remember when writing an essay (give clear examples to justify your opinion, provide alternative points of view and reject them, etc.). Have students check that the essay on page 88 includes everything mentioned. Encourage students to research online for more tips about how to write an opinion essay.

Product Step 4

The students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

C Students will need the subproducts from the unit to use as a reference for writing their opinion essay. Students will write their own essays as they should reflect their personal opinions. In Step 5, they will be able to use their essays as support in the final comic book discussion. You might want to offer additional support for weaker students.

A Students can complete the chart individually, using their descriptions and comparatives charts from other product steps. You might have them work in pairs or groups to share their ideas and ask each other about the genre they chose. Group members can give feedback on the elements and ideas.

Answers: *Answers may vary.*

D Students can use the information in the chart, their subproducts, and the *Writing Checklist* to create an outline for their essays. You might want to check students' outlines before they start writing to make sure they understand the four-paragraph format.

Class 8

A Read the list of different comic genres and choose your favorite

| | |
|--------------------|----------------|
| 1. Superheroes | 5. Fantasy |
| 2. Manga | 6. Teen comedy |
| 3. Science fiction | 7. Memoirs |
| 4. Horror | 8. Adventure |

B Read the *Writing Checklist* and look for the items included in the essay on page 88

Writing Checklist

Opinion Essay

- ✓ Starts with a brief introduction
- ✓ Includes two body paragraphs
- ✓ Uses phrases to connect paragraphs
- ✓ Uses phrases to express opinions
- ✓ Ends with a conclusion and/or recommendation


Product Step 4

C Take out your subproducts from previous steps, and share them as reference.

A Make notes in the chart about the genre you chose.

| | |
|---------------------------------------|--|
| Text/Genre | |
| Why it is my favorite | |
| Specific elements of text | |
| How the elements work together | |
| Conclusion and recommendation | |

D Write an outline for an opinion essay about your favorite comic book genre.



A Write your opinion essay. Use your notes from the table, the essay on page 88, and follow the *Writing Checklist* as a guide.

B Work with a partner from your product group. Exchange your essays and check each other's work. Make sure your partner's essay includes all the points in the *Writing Checklist*.

A Write a final draft of your essay. Use the *Writing Rubric* on page 8 to evaluate a new partner's essay and write your scores below.

| | |
|--------------------|----------|
| My partner's score | My score |
|--------------------|----------|

P Keep your essay for Step 5

89

▲ Students will use their outlines from activity B to write an opinion essay. They can use the essay on page 88 as a model. You should remind them to follow the steps in the *Writing Checklist*. You can monitor the activity and help with vocabulary and grammar as necessary.

E Students can work with a product partner to peer correct their essays. Students can give their partners feedback and make suggestions.

▲ Students rewrite a final draft. They can now exchange their opinion essays with another member of their product group. Students will evaluate their new partner's final draft using the *Speaking Rubric* on page 8. Ask students to bring their opinion essays for the discussion in Step 5.

Ongoing Assessment: Opinion Essay

Use this activity to assess students' progress with the rubric below or a similar one:

Mark ✓ or ✗ according to your students' performance.

- ___ ability to organize and write an essay
- ___ connect ideas
- ___ uses appropriate language for giving opinions

CLASS 9

Objective: Presenting own favorite comic and support own view
Language: *Speech is easily understood.*

Product Step 5

The students will finalize work on the *Unit Product* in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

A In this final product students can work in their product groups or you can mix students from different product groups up to form new groups. The discussions can take place simultaneously. In the first part of the activity, students will first present their favorite comic using their opinion essay to support their opinions. Group members can take notes of each presentation so they can later evaluate their group members.

B After all of the students have presented, you can organize a group discussion where students come to a consensus on what elements are the most important when evaluating comics, and which comic of those presented achieves the highest standard. You can have each group present their results to the class.

C Students will evaluate the participation of one of their discussion group members and themselves. You might go through the *Self/Peer Evaluation Rubric* with the class before they start the discussions. You can suggest that students give feedback to each other.

Class 9
Product

A Comic Book Discussion

Product Step 5

A Work in groups of six. Have your subproducts at hand, specially the opinion essay. Take turns to talk about your favorite comic and the reasons why it is your favorite. Make notes during the presentation.

B In your group, decide on the most important elements in a comic. Discuss the ideas, moral, and cultural expressions in each of the comics presented and agree on the comic with the highest standard.

C Use this rubric to assess the performance of one of the members of your group. Then evaluate yourself.

Self-Peer Evaluation Rubric:

| Category | Inadequate (4-5 points) | Reasonable (6-8 points) | Excellent (9-10 points) |
|------------------------------|---|---|---|
| Use of language | Doesn't use a variety of vocabulary. Can't use the grammar of the unit correctly. | Uses some variety of vocabulary. Uses the grammar of the unit, but makes many mistakes. | Uses a variety of vocabulary. Uses the grammar of the unit with minor mistakes. |
| Fluency | Can't speak in complete sentences. Hesitates a lot. Doesn't link his/her ideas. | Can speak in complete sentences with some hesitation. Sometimes connects his/her ideas. | Speaks in complete sentences with no or almost no hesitation. Connects sentences and ideas. |
| Pronunciation | Speech is difficult to understand most of the time. | Speech is sometimes difficult to understand. | Speech is easily understood. |
| Contribution to the dialogue | Almost no participation. Only answer's when necessary and didn't expand ideas. | Participates in the discussion with some hesitation. Sometimes starts the dialogue. | Leads the discussion. Participates confidently. |
| Total | | | |

A Work in your product groups. Give feedback to each other. Use the questions as guidance.

1. In what category you had more points?
2. In what category you had less points?
3. Which member of your team had the highest score in that category? Ask him/her for advice.

▲ The feedback session should be with students' product groups. It is important that students have the opportunity to reflect back over the entire process of the product. Groups can share their conclusions with the class. You might want to remind students to keep the subproducts in their their *Evidence Folders*.

CLASS 10

Objective: Making comparisons
Language: *Skydiving is more dangerous than cycling. Water is the healthiest drink.*

Game Review: Blackout

Have students open the *Activity Book* on page 91. Divide the class into pairs. Write *candy - vegetables - healthy* on the board. Elicit comparisons to model the activity. (*Vegetables are healthier than candy.*) Tell pairs to take turns choosing a square and making sentences to compare the items by using the adjectives. Make sure students mark the square with their initials if they make a correct sentence. Monitor the activity and provide assistance by saying if their sentences are correct or not. Note common mistakes and problem areas for further feedback. The player with the most squares marked with his or her initials wins the game. Finally, have students read and answer the questions at the bottom of the page to reflect on their performance.

Self-Evaluation

Have students turn to page 92. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their collaboration with their product team, their progress, and what they learned.

Game Quest
Class 10

Players: 2
Rules: Use the adjectives in red to make sentences comparing the items in each box. If your sentence is correct, write your initials on the square. The player with the most squares wins the game.

| | | |
|---|---|-------------------------------------|
| Skydiving – Cycling <i>dangerous</i> | Cats – Dogs – Mice <i>heavy</i> | Orange – Banana <i>sweet</i> |
| Mole – Ketchup <i>spicy</i> | You – Your friend <i>hardworking</i> | pianist – singer <i>talented</i> |
| Soda – Water – Juice <i>healthy</i> | Pizza – Hot dog – Hamburger <i>delicious</i> | Homework – TV <i>important</i> |
| Car – Truck – Bicycle <i>heavy</i> | Skateboarding – Swimming <i>busy</i> | Jeans – Suit <i>comfortable</i> |

Game Questionnaire

▲ Reflect on your performance and answer the questions

1. Which tasks in the board game were easy for you? _____
2. Which did you find difficult? _____
3. What can you do to improve your performance? _____

91

Evaluate Your Progress

Have students work with their product partners and look at the *Evaluate Your Collaboration* section. Tell them to analyze and reflect on their product and fill out the checklist. Individually have students take out their *Evidence Folder* and look at their work. Ask them guided questions: *Can you see a progression? How was your performance in the first activity compared to the last one?* Invite them to answer the questions from the *Evaluate Your Progress* section honestly.

Evaluate Your Achievements

Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the outcomes and use the scale to grade their learning. Motivate students to reflect on possible improvements.

Suggested Evaluation Instrument: A Discussion

Use the *Rubric* below, or a similar one, to evaluate students' participation in the discussion. For further information, go to the *Marking Criteria* on page 198.

Unit 7 Assessment

Photocopy *Assessment 7* on pages 188–189.

Have students complete the assessments individually. Correct and review the answers with the class. The *Answer Key* can be found on page 197.

Self-Evaluation

Evaluate Your Collaborations

- With your product partner, decide which answers reflect the way you worked together. Then complete sentences 4 and 5.

| Product Collaboration Checklist | | | |
|---|-------|-----|----|
| Names: | and | | |
| Product: | Date: | | |
| 1. We finished our product on time and we did good work. | | Yes | No |
| 2. We encouraged each other and cooperated. | | Yes | No |
| 3. We each shared our ideas, and listened and valued each others ideas. | | Yes | No |
| 4. We did best at | | | |
| 5. Next time, we can improve at | | | |

Evaluate Your Progress

- Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

- Did you turn everything in? _____
- Where did you see an improvement? _____
- What do you need to work on? _____

Evaluate Your Achievements

- Read the learning outcomes and evaluate yourself
3 = Very well 2 = Well 1 = With difficulty

| Learning outcomes | Grade | Reflection |
|---|-------|------------|
| I can script and revise comic strips in English. | | |
| I can interpret content in comic strips. | | |
| I can exchange opinions about cultural expressions in a discussion. | | |

Reflect on each learning outcome and write a comment or suggestion.

| Category | Excellent | Acceptable | Poor |
|--|-----------|------------|------|
| Comic Knowledge: Expertly describes elements of comics | | | |
| Discussion Skills: Clearly states facts, responds to questions, asks for clarification, expresses opinions | | | |
| Participation: Actively shares ideas, responds, takes turns, and offers encouragement to peers | | | |

Unit 8

Learning to Learn

- 1 Work in groups. Look at the pictures and answer the questions.
 - a. What can you see in the images?
 - b. Do you have one? What is it for?
 - c. What type of information can you see on the example page?
 - d. Can you understand the meaning of the words?
- 2 Think about your participation. Underline your responses.
 - a. I *could/couldn't* answer the questions easily.
 - b. I *participated/did not participate* in the activity.

completamente segu
 -- Interj. ¡Desde lu
definiteness [—nis
definition [defí'ni.
 Definición, f. (telesco
 f., nitidez, f. || Limita
 por definición.
definitive [di'finitiv
definitiveness [n
deflagrate [deflagro
 V. 1911 [Deflagar

The social purpose of this unit is

- ▲ to write instructions to use a bilingual dictionary.

To do this, you will

- ▲ select and review bilingual dictionaries.
- ▲ understand the use of the textual components in bilingual dictionaries.
- ▲ write instructions.
- ▲ edit instructions.

All of these activities will build up to the final product.

P **A Manual for a Bilingual Dictionary**

| Steps | Activities | Evidence Folder |
|-------|---|-------------------------------------|
| 1 | Discuss the uses of different parts of a bilingual dictionary and take notes. | Notes about an entry |
| 2 | Write instructions for how to use the parts of speech section of an entry. | Note card with use and instructions |
| 3 | Write instructions for how to use the phonemic section of an entry. | Note card with use and instructions |
| 4 | Write instructions for how to use the translation section of an entry. | Note card with use and instructions |
| 5 | Organize and write instructions for a manual for how to use a bilingual dictionary. | Manual for a bilingual dictionary |
| 6 | Share your manuals and make suggestions for improvements. | Peer evaluation review |



Unit 8

CLASS 1

Objective: Identifying and discussing elements of a bilingual dictionary

Language: *Temperatures in the fall are cooler than in summer. The lamp fell from the shelf during the earthquake.*

Before You Start...

Ask students to name tools they use to learn a new language and how they help them (*books, dictionaries, music, games, apps, movies, websites, etc.*) Write their ideas on the board. Divide the class into groups. Tell them to categorize the tools as helpful and not so helpful according to their experience. Encourage volunteers to share their conclusions with the class.

1 Ask students to open the *Activity Book* on page 93. Have them look at the pictures or project the Unit 8 images on the *Class CD*. Ask, *What do these images have in common? What do you think the topic of the Unit is?* Elicit ideas and write them on the board. Divide the class into groups and have them discuss the questions. Ask each group to report their ideas to the rest of the class.

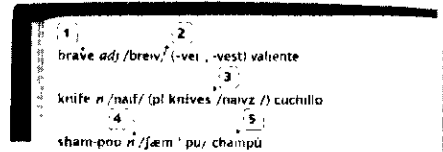
2 Ask students to reflect on their participation in activity 1 and complete the sentences by underlining the option that best matches their participation. Invite them to share with their groups the answers and the reasons of their answers. Encourage them to give each other feedback on their performance. Finally, ask them to look at the rest of the page and to speculate on the content of the unit.

Class 1

A Read the first part of text "How to Use a Bilingual Dictionary" on pages 99-104 of your *Reader*.

A Look at the bilingual dictionary entries and number the elements.

translation
... forms of word
phonemic script
part of speech



B Match the words from your *Reader* to the pictures.

- | | | |
|-------------|--------------|-------------|
| 1. trip (n) | 3. train (n) | 5. fall (n) |
| 2. trip (v) | 4. train (v) | 6. fall (v) |



C Use the correct form of the words from activity B to complete the sentences.

- Temperatures in the _____ are cooler than in summer.
- Marta _____ her pet bird to talk last year. He says "hello" to everyone.
- They are going on a field _____ to the national park.
- The _____ left the station at exactly 7:12 p.m.
- The lamp _____ from the shelf during the earthquake.
- Charlie _____ on a toy on the floor and broke. _____ is foot.

Product Step 1

P Form a product group. Discuss the following questions. Write a personal note card for each part of an entry. Use the entries in activity A for reference. Include an example for each part.

- Why do you need to know the part of speech or a word?
- Why is the phonemic script helpful?
- When is it important to know the different forms of a word?
- When do you look up the meaning of a word?

P Keep your note cards for other Steps.

A Have students turn to page 94. Invite a volunteer to read the instructions. Then, elicit the title and ask them to guess the type of text. Divide the class into groups and have them open their *Activity Book* to discuss the prereading questions. Ask volunteers to share their group's answers. On the board, draw a chart with three columns and the headings *What I know*, *What I want to know*, and *What I have learned*. Encourage students to say what they know about the topic. Write their ideas in the first column. Then ask them what they want to know about the topic. Write their ideas in the second column. Leave the third column blank for now, and do not erase the chart from the board. Divide the class into groups of four. Have them read pages 100-104 of the *Reader* silently. Remind them not to worry about specific words, but to focus on general understanding of the text. Encourage students to use the *Glossary* at the bottom of each page. Have groups ask and answer questions to check comprehension.

Comprehension Check

Have students continue working in their reading groups. Tell them to do exercise A on page 110. Walk around and monitor students' work. Have students answer the questions, and encourage them to check their answers in the *Reader*. Check with the class. Refer back

to the chart on the board and elicit what students have learned about the topic. Write their ideas in the third column.

Answers: 1. Translations, pronunciation of the words, parts of speech, and synonyms, 2. To give the pronunciation of the words in phonemic script, 3. Because some words can be different parts of speech, or be used differently in different contexts

▲ Have students return to the *Activity Book*, page 94. Ask questions about dictionary entries on the page: *What does adj. mean? What is the comparative form of brave? What is the plural form of knife?* Have students compare their answers in pairs. Check as a class.

Answers: (from top to bottom) 5, 3, 2, 4, 1

B Have students look at the pictures and ask volunteers to describe what is happening in each one. Read the words and explain that they can be more than one part of speech. Have them number the pictures individually and compare answers in pairs. Tell them to write a sentence using each word in their notebooks. Have volunteers share their sentences and check as a class.

Answers: (from left to right, top to bottom) 3, 4, 1, 5, 2, 6

C Read each sentence aloud and elicit if the missing word is a noun or a verb. Have students complete the sentences. Remind them to make sure they are using the appropriate form of the verbs. Have them compare answers in pairs. Ask volunteers to share their sentences with the class.

Answers: 1. fall, 2. trained, 3. trip, 4. train, 5. fell, 6. tripped

Product Step 1

Students will begin work on the *Unit Product* in this class. You can allow them to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. Students will work together on subproducts over the course of the unit that will lead to the final product for this unit: *A Manual for a Bilingual Dictionary*. It is important to let students know that

they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

D In their *Product* groups, students can use the questions to make note cards about the different elements of dictionary entries, such as form of word, part of speech, phonemic script, and translation. You might want to give examples from the entries in the second part of activity A as a model. Then you can try to get students to do the same with the *Glossary* at the back of the book. Students should keep their note cards for the next steps.

CLASS 2

Objectives: Identifying functions of words. Classifying words. Comparing stories.

Language: An adverb describes a verb, an adjective, or another adverb. He went in silently.


Class 2

A Read the extract from your *Reader*, page 103, and match each underlined word to what it does.

1) "Ah ha!" Detective Chevalier 2) said
 3, as 4) he 5) carefully dusted the 6) old jewelry case. The thief's 7) fingerprints were 8) on the glass.

1. describes a verb, adjective, or adverb
2. is in clauses or individual words
3. describes an action or state
4. shows relationships of time, place, or position
5. expresses a sound or exclamation that shows an emotion
6. names a person, place, thing, or idea
7. describes a noun or pronoun
8. replaces a noun

B Use the parts of speech in parentheses to complete the story with words that fit.



One cold, dark night, Detective Chevalier went to investigate an old house in a dangerous part of town. He went in 1) _____ (adv). Inside, it was dark and it smelled like 2) _____ (n—thing). Chevalier saw a large box on the floor. Slowly, he 3) _____ (v) reached the box and 3) _____ (n) it. Suddenly, a 4) _____ (n—person or thing) jumped out and 5) _____ (v) 5) _____ (int)!

▲ Work in pairs. Find other examples of part of speech in the story above.

Product Step 2

C In your product group, reflect on how you resolved activities A and B. Then discuss how to use the parts of speech section of a dictionary entry.

▲ On your parts of speech note card from Step 1, write instructions for how to use the part of speech section in a dictionary entry.

▲ Use the *Self-Check* to evaluate your instructions.

Self-Check Yes ✓

Write instructions

I established a number of instructions

I wrote instructions

P Keep your note card for other Steps

A Share your answers with the class. Support your answers.

Fingerprints is a noun because it is the name of something

Have students open the *Reader* to page 99. Elicit the topic of the text: *How to Use a Bilingual Dictionary*. Ask: *What do you remember about the text? What kind of information is given in a bilingual dictionary?* Then have students read the first half of the text again silently. Ask questions to check comprehension:

Page 100: *How can you find out what an English word means in your native language?*

Page 101: *What is the past participle of slay?*

Page 102: *What appears between diagonal lines?*

Page 103: *Which part of speech includes words like but, and, because, and as?*

Page 104: *What does the verb to train mean?*

Elicit the parts of speech and write them as headings on the board. Tell students to use the *Reader* to find examples of each part of speech and write them down, including the page number where they found each one. Ask volunteers to come up and write their words below the correct part of speech. Check answers as a class.

A Have students open the *Activity Book* to page 95. Tell them to complete the exercise individually and use the *Reader* to check answers.

Answers: (from top to bottom) 5, 3, 2, 8, 1, 7, 6, 4

▲ Have students work in pairs. Ask them to read the extract from activity A again and match the words with their parts of speech.

Answers: (from top to bottom) 7, 6, 1, 4, 8, 2, 3, 5

▲ Divide the class into pairs. Have students share their responses and justify them. Call on volunteers to share and explain their answers. Check as a class.

B Invite a student to read the story aloud while the others follow along in their books. Have students fill in the blanks with their own words, ensuring that they use the appropriate part of speech. Invite

students to share their version of the story with the class.

Answers: *Answers may vary.*

▲ Have students read the text again and find other examples of each of the parts of speech.

Product Step 2

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

C You could elicit from the class how knowing the part of speech might help you when completing sentences. This is helpful also when writing to make sure that sentences are complete, that information is clear, and that you use a variety of words and not always the same words. After students have discussed the topic in their *Product* groups, you could elicit their ideas for a class discussion.

▲ Students will add instructions for how to use the part of speech in a dictionary entry to their parts of speech note card from Step 1, individually. As students write their instructions, you can walk around the class to monitor and offer help as needed. Then you could ask students to discuss their instructions with their group partners.

▲ Students will use the *Self-Check* box to evaluate their instructions.

Add It Up!

Divide the class into groups. Write on the board: *A dog is running*. Tell groups they should add more words to the sentence. Tell them that they can use all parts of speech. Monitor the activity, helping as necessary. Invite groups to share their sentences with the class. The group with the longest correct sentence wins.

CLASS 3

Objectives: Identifying consonant sounds. Following instructions.

Language: *A noun is a word that names a person, place, thing, or idea. Two down is a word that means the same thing.*


Metaphor

Draw a hangman on the board and write the letter *d* for the word *dictionary*, followed by a line for each additional letter on the board: *d _ _ _ _ _ _ _ _*. Have students guess the letters in the word. Each time they say a wrong letter, draw a body part on the

hangman. If the students guess the word before you finish the drawing, they win. Divide the class into small groups, and have them play again with other words from the *Reader*.

A Ask students what puzzles they know. Encourage them to say what their favorite is. Have students open the *Activity Book* to page 96. Ask students what kind of puzzle they see on the page. Remind them that in crossword puzzles the clues are divided into across and down, and numbered to indicate their position.

Answer: 2. crossword

B Tell students that they are going to hear a conversation with clues to solve the crossword puzzle. Play  *Track 29* while students listen and complete the puzzle. Suggest paying attention to the clues. Do not check answers yet.

Track 29 (See page 204.)


▲ Have students compare answers in pairs. Play the track again and tell students to make changes if necessary. Check as a class.

Answers: Across: 7. syllables; Down: 4. pronoun, 5. adjective

▲ Have students number the clues individually. Check answers with the class.

Answers: (from top to bottom) 1, 6, 7, 2, 3, 4, 5

C Write the words in the chart on the board. Point to each word and invite students to say it aloud. Invite a student to the board. Say a word and tell him or her to point to the word you say. Divide the class into pairs. Tell them to take turns saying the words. Remind them to use the *Phonemic Chart* on page 130 if necessary (*Teacher's Guide* page 162). To check, have volunteers say the words.


D Tell students that they are going to listen to four sentences that contain one word from each pair. Play  *Track 30* and have students underline the words they hear. Check as a class.

Answers: 1. b, 2. a, 3. a, 4. b

Track 30 (See page 204.)

Glass 3

A Look at the puzzle and underline what type of puzzle it is.
1. word search 2. crossword 3. hangman

B Listen  to Martin helping Alicia with a puzzle. Then complete it.

Across

... a word that shows time, place, or position relationships

... a kind of script that shows the pronunciation of words

... divisions that represent sounds in words

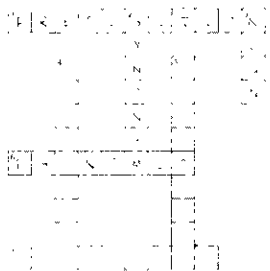
Down

... a word that means the same thing


... a word that names a person, place, thing, or idea

... a word that replaces a noun

... a word that describes a noun



C Work in pairs. Check your answers. Then listen again to check.

D Listen  to the sentences. Underline the sounds you hear.

1. a) s/ə/ɪ b) s/ɪ/ɪ
2. a) θɪŋ/ɪ/ b) θɪ n/ɪ/ɪ
3. a) ʌ/ɪ/et b) ʌ/ɪ/et
4. a) ɪ/ɪ/are b) ʌ/ɪ/are

Product Step 3

E In your product group, think about how you can use the *Phonemic Chart* on page 130 to understand phonemic script. Practice with the words from activities C and D.

A On your phonemic script note card from Step 1, write instructions for how to use the *Phonemic Chart* and phonemic script in your glossary.

P Keep your note cards for Step 4.

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Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It is important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

E Students can look up the phonemic symbols in the *Phonemic Chart* on page 130 to see the sounds they represent. Then they can practice the sounds saying the words from activity D aloud in their *Product* groups.

▲ You can walk around the class to monitor and offer help as needed while students add instructions for how to use the *Phonemic Chart* and phonemic script in their *Glossary* to their phonemic script note card.

Fly Swatter

On the board, write the phonemic symbols /ʃ/ (sh) and /tʃ/ (ch). Divide the class into two teams. Give the first member of each team a fly swatter or have them use their hand. Read a sentence aloud and have the students run to the board to swat the

corresponding phonemic symbol: *I take a shower every day.* The first student to swat the corresponding phonemic symbol gets a point for their team. Move on to the next member of each team and repeat the procedure with other sentences: *Where's my blue shirt? It's under the chair. For lunch, I had a chicken sandwich. I want cheese on my pizza. I don't want mushrooms on it.* Add more sentences if necessary. The team with the most points wins.

CLASS 4

Objective: Discussing advantages of learning tools

Language: *You can find out how to say a word by looking at its phonemic script.*

Think and Tell

Review the text from the first part of the *Reader*. Elicit the elements of the dictionary entries mentioned in the text and write them on the board as headings. Ask students what they remember about each element and write what they say under the corresponding heading.

Divide the class into reading groups. Have them open the *Activity Book* to page 97. Have them read the instruction. Invite them to look at the picture and try to guess what they represent. Have students open the *Reader* to page 105. Have them read silently to page 109. Allow about ten minutes. Tell them not to worry about specific words but to focus on general understanding. Encourage students to use the *Glossary* at the bottom of each page. Ask questions to check comprehension:

Page 105: *What are synonyms?*
 Page 106: *What does take off mean?*
 Page 107: *What does It's a dog eat dog world mean?*
 Page 108: *What are homophones?*
 Page 109: *How are the words assistir and assist different and similar?*

A Work in pairs. Look at the images from the *Reader*, pages 106–109, and say what they represent.



A Number the pictures above with their correct description.

1. homophones
2. false friends
3. phrasal verb: take off
4. *It's a dog eat dog world*

B Work in pairs. Answer the questions, using the *Reader* pages 100–109

1. What do syllables represent?

2. What is a synonym of large?

3. What is a homophone?

4. What is a false friend?

C Use the *Reader* to underline the correct definition for each phrasal verb

1. find out (p. 100)
 - a) to become an adult
 - b) to learn new information
2. look up (p. 100)
 - a) to search for information in a book
 - b) to be careful about something
3. take off (p. 106)
 - a) to become an adult
 - b) to leave the ground in flight
4. watch out for (p. 105)
 - a) to be careful about something
 - b) to learn new information
5. come from (p. 109)
 - a) to take someone to a place
 - b) to originate from

D Work in pairs. Use the correct form of the phrasal verbs to complete the sentences

1. The past participle broken the word break
2. You can _____ how to say a word by looking at its phonemic script
3. _____ misspelled words in your writing
4. The planes _____ from the same airport
5. You can _____ new words in a bilingual dictionary

D Work in groups. Make a personal list of common phrasal verbs that your group knows. Write an entry for each phrasal verb and a sample sentence to help you remember how to use it.

Comprehension Check

Ask students to do activity B on page 110 of the *Reader*. Walk around and monitor students' work. Check as a class.

Answers: (from top to bottom) 2, 4, 3, 1

Have student look at the questions in activity C. Ask them to think of answers to the questions and have them discuss how a bilingual dictionary can help them to improve their English.

A Tell students to open the *Activity Book* to page 97. Have volunteers describe the pictures. Divide the class into pairs. Have them discuss what each picture represents in relation to the content of the *Reader*. Discuss as a class.

▲ Have students number the pictures individually. Check answers as a class.

Answers: (from top to bottom, left to right) 3, 1, 2, 4

B Ask students to answer the questions in pairs, referring to the *Reader*. Check with the class.

Answers: 1. They represent sounds. 2. Big. 3. Words that sound similar when you say them. 4. Words from two languages that look similar.

C Have students find the phrasal verbs in the *Reader*. Tell them to use the context to underline the correct definition. Check with the class.

Answers: 1. b, 2. a, 3. b, 4. a, 5. b

▲ Tell students work in pairs to complete the sentences. Remind them to select the right phrasal verb and make sure it is in the right form. Check with the class.

Answers: 1. comes from, 2. find out, 3. Watch out for, 4. take off, 5. look up

D Have a student read the instruction aloud. Divide the class into groups. Tell them to list their ideas and to give examples of how helpful bilingual dictionaries are. Tell them to look at online dictionaries, if possible. Monitor and help with ideas and vocabulary if necessary. Hold a class discussion and tell them to save their lists in their *Evidence Folder*.

Ongoing Assessment: List and Discussion

Use this activity to assess students' progress with the rubric below, or a similar one. Mark ✓ or ✗ according to your students' performance:

- ___ uses appropriate discourse management (stating simple facts)
- ___ uses appropriate fluency
- ___ uses grammar and vocabulary appropriately (accuracy)

Three Questions

Write pairs of homophones on the board: *flower/flour, meet/meat, hear/here, right/write, wear/where, wait/weight, board/bored*, etc. Divide the class into two teams. Have each team write sentences using one word from each pair. Tell a student from each team to come to the board. Have the student from one team read a sentence and ask the student from the other team to point to the correct word on the board.

If the student points to the correct word, the team gets a point. Reverse roles. Repeat the procedure until all the words have been used. The team with the most points wins.

CLASS 5

Objective: Giving and following instructions

Language: *Get into teams of four. Don't shout out answers.*

Simon Says

Explain that you will give some instructions, and that if they start with *Simon says* then students should follow the instruction but, if you do not say *Simon says*, they should not follow the instruction. If they do, they are out of the game. Give a series of simple instructions: *Simon says stand up. Sit down. Simon says turn around*, etc. The last student still in the game wins. Ask the students what kinds of things Simon said and elicit the answer: *instructions*.

Class 5

A Read the following sentences from the *Reader*, pages 105–109 and underline the verbs. Follow the example

- Use them in your writing so you don't repeat the same words in your writing
- Watch out for phrasal verbs
- Look at the expression as a whole
- Use your dictionary to check that you are spelling the correct word and not its homophone
- When you see a word that looks similar in Spanish, check your bilingual dictionary

B Work in pairs. Read the questions and underline the correct options

- What do we use the imperative for?
 - a) to give instructions or commands
 - b) to make polite requests
- Which is the correct form for the negative imperative?
 - a) does not + base verb
 - b) do not + base verb

C Listen to a group having a dictionary race. Complete the steps for playing the game.

- Don't • Get • Listen • Give • Look up[®]
- ___ into teams of four
 - ___ carefully
 - ___ the word
 - ___ the correct definition based on the sentence I read
 - ___ our answers

D Choose two words from the *Glossary* and make notes

Word: _____
 Meaning: _____
 Part of speech: _____
 Sample sentence: _____

Word: _____
 Meaning: _____
 Part of speech: _____
 Sample sentence: _____

E Work in pairs. Quiz your partner about the words in his or her notes. Evaluate your performance using the *Speaking Rubric* on page 8.

What is your first word?
Risky
What does it mean?

Product Step 4

F In your product group, think about how you can use the meaning in a dictionary entry. Use the sample sentences in activity A and your *Reader* as a reference. Then answer the questions and give examples for your answers.

- Can meanings be confusing? When?
- Do meanings always fit the context? Why?

G On your meaning note card from Step 1, write instructions for how to use the meanings in a dictionary entry and what to watch out for.

P Keep your note cards for Step 5

The Imperative

There is no explicit subject in the imperative sentence. *You* is implied. Some common uses of the imperative form include giving instructions (*Look at the words in bold*); giving advice (*Get some sleep. Don't go there*); giving orders or commands (*Stand up! Follow me!*); giving warnings (*Look out!*); making requests (often with *please*) (*Close the door, please*).


Write *Imperative* on the board. Elicit what we use the imperative for (to give instructions, advice, orders, commands, warnings, requests). Explain that we do not use *you* in imperative sentences. Have students find examples of the imperative in the *Reader*.

A Have students open the *Activity Book* to page 98. Ask students to underline the verbs. Check answers with the class.

Answers: 2. Watch, 3. Match, 3. Look, 4. Use/are spelling, 5. see/check

B Divide the class into pairs. Tell students to analyze the examples from activity A and choose the correct answers to the questions. Have volunteers share their answers with the class.

Answers: 1. a, 2. b

C Elicit how to play a simple game, like *Tic-Tac-Toe* or *Stop!* Help the students realize that they used imperatives to explain how to play the game. Tell students that they are going to listen to a teacher explaining the rules for a dictionary race. Have students predict the answers in pairs. Play  *Track 31* and have students fill in the blanks. Check answers as a class.

Answers: 1. Get, 2. Listen, 3. Look up, 4. Give, 5. Don't

Track 31 (See page 204.)

D Tell students to do the exercise using the *Glossary* on page 139 of the *Activity Book*. Tell students to check their answers in pairs.

▲ Have students work with new partners. Get them to ask and answer questions about their notes from activity D. Tell them to use the example in the speech bubbles as a guide. Refer students to the *Speaking Rubric* on page 8. Explain that they can use the rubric to evaluate their participation in this activity. Have them work together to come up with suggestions for how to improve their fluency.

Product Step 4

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It is important that students bring the materials from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

E You might want to go over the sentences in activity A and the corresponding pages of the *Reader* before students start the discussion. After students have discussed in their *Product* groups the possible uses of the meaning in a dictionary entry, you may want to encourage them to share their ideas with the class. Then you could elicit their answers to the questions.

▲ Students can use their ideas from the previous activity to write instructions on their meaning note card from Step 1 for how to use the meanings in a dictionary entry and what to pay attention to.

CLASS 6

Objectives: Analyzing the origin of words. Justifying opinions.


Language: *English borrows many words from different languages.*

Find the Word!

Divide the class into two groups. Place two dictionaries in front of the class. Say a word. Have a student from each team run to the dictionary and look up the word. The first student to call out the definition gets a point for his or her team. Repeat the procedure several times. The team with the most points wins.

A Divide the class into pairs. Have students discuss English words they use in everyday life. Ask each pair to make a list. Invite students to share their lists with the class.

Answers: *Answers may vary.*

B Write the words *muscles*, *ketchup*, and *faux pas* on the board. Ask students to guess the origins of the words. Accept any logical answers. Play  *Track 32* and ask students to listen to confirm their guesses.

Answers: 1. Chinese, 2. Latin, 3. French
Track 32 (See page 204.)

C Have students answer the questions individually. Ask volunteers to read aloud the questions and answers.

Answers: (from top to bottom) 5, 1, 4, 2, 3

D Divide the class into pairs. Have them guess the origins of each word and justify their answers.

▲ Ask students to share their guesses and the reasons for their answers. Go through the answers and have students check their guesses. Refer students to the *Speaking Rubric* on page 8. Explain that they can use the rubric to evaluate their participation in this activity. Have them work together to come up with suggestions for how to improve their fluency.

Answers: (from top to bottom) 2, 5, 4, 3, 1

Spelling Bee

Divide the class into two teams. Draw a line dividing the board in half. Assign one half of the board to each team. Ask a student from each team to go to the board. Say a word from the listening activity: *borrow, origin, muscle, fist, loosen, ketchup, sailor, nutrient, disease, pronoun*. Award a point if the student spells the word correctly. Repeat the process with different team members until all the words have been used. The team with the most points wins the game. Write the words that both students misspelled in a list on one side of the board.

Personalize It!

Class 6

A Work in pairs. Make a list of English words that you use in Spanish. Share them with your class.

B Listen to the information about language and label the pictures.

1. Latin
2. Chinese
3. French

C Match the questions and answers.

1. What does *muscle* mean in Latin?
 - ___ For the nutrients and taste
 - ___ A mouse running under the skin
 - ___ Fish sauce
2. What did people think muscles looked like when they go up and down?
3. What was *kachiap* originally?
4. Why did sailors eat kachiap?
5. What does *faux pas* mean?
 - ___ Mistake
 - ___ Little mouse

▲ Listen again and check.

D Work in pairs. Make guesses to match each word to its language of origin.


| | |
|----------------|----------|
| 1. adobe | Spanish |
| 2. coyote | Japanese |
| 3. hani burger | French |
| 4. deja vu | German |
| 5. origami | Arabic |

▲ Share your guesses with the class. Give reasons for your answers. Evaluate your performance using the *Speaking Rubric* on page 8.

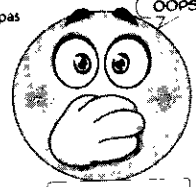
Look for online bilingual dictionaries you can use, such as at www.wordreference.com. Share your findings with the class.

Did you know...?

1. ketchup



2. muscle



3. faux pas

oops!

Unit 8 99

CLASS 7

Objectives: Decoding and using abbreviations. Following instructions.

Language: *There are many reasons to use a dictionary, e.g., checking spelling, meanings, translation, etc. Collect all the papers.*

Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Write a category in each square: *homophones, idiom, phrasal verb, synonyms, interjection, false friends, past participle, irregular plural noun, and word with more than one part of speech*. Divide the class into two teams. Explain that they have to give an example of the corresponding category to mark the square of their choice. For example, to put an X in the square with *homophones*, they have to say two words

that sound the same but have different meanings. The first team to mark three squares in a row wins the game.

A Have students open the *Activity Book* to page 100. Tell them that they are going to read about how to play *The Definition Game*. Invite a student to read each step aloud while the others follow along in their books. Have students complete the exercise.
Answers: (top to bottom, left to right) 2, 4, 3, 1

B Have students work in groups to answer the questions. Read aloud the questions and have volunteers share their answers with the class.

Answers: 1. An unfamiliar word. 2. The real meaning of the word. 3. What they think the word means and its part of speech. 4. By guessing the correct definition.

C Have students find the abbreviations in the text, circle them, and discuss what they mean. Check answers and confirm what each abbreviation means.

Answers: *i.e.* means "that is," *e.g.* means "for example," *etc.* means "etcetera."

D Have students work in pairs to complete the paragraph. Then have them check their answers by reading the paragraph, substituting the meaning of each abbreviation for the abbreviation itself. Ask volunteers to read aloud one sentence each to check answers.

Answers: 1. *e.g.*, 2. *etc.*, 3. *i.e.*

E Put students in groups. Draw their attention to the *Speaking Checklist* and have them discuss it. Have them follow the instructions in the text to play the Definition Game. Refer students to the *Speaking Rubric* on page 8. Explain that they can use the rubric to evaluate their participation in the game. Have them work together to come up with suggestions for how to improve their fluency.

Class 7

A Read *The Definition Game* steps and match them to the pictures.

THE DEFINITION GAME

MEDIUM OF 1

NEEDS: PLAYERS

MATERIALS: PAPER, PENS

HOW TO PLAY:

1. Look for an unfamiliar word in the dictionary. Read it aloud to the players, but don't give its definition. The word must be unfamiliar to all players.


2. Write the real meaning of the word, i.e. its dictionary definition, on a piece of paper.

3. Write what you think the word means on a piece of paper. Write the part of speech next to the word, (e.g., verb, adjective, noun, etc.)

B Work in groups. Answer the questions with information from the text.

1. What type of word should the reader look for in the dictionary? _____
2. What should the reader write on a piece of paper? _____
3. What should the players write on a piece of paper? _____
4. How do players win a point? _____

C In your pairs, circle the abbreviations in the game steps. Discuss what they mean.



Picture 1: Collect all the papers (including your own) and shuffle them.

Picture 2: Read aloud all of the definitions that are different from each other.

Picture 3: Try to guess the correct definition. The reader awards a point to each person who guesses correctly. Then swap roles.

D Circle the abbreviations in the text and match them to their meanings.

1. *i.e.* _____ and so on
2. *e.g.* _____ for example
3. *etc.* _____ in other words

E Work in teams. Read and discuss the *Speaking Checklist*. Play *The Definition Game*.

Speaking Checklist:

- ✓ Show enthusiasm and interest
- ✓ Take turns to speak
- ✓ Listen to others

A Use the *Speaking Rubric* on page 8 to check your performance.

100

CLASS 8

Objective: Writing instructions

Language: Act out the phrases on your paper.

Random Words

Open a bilingual dictionary at a random page. Point to any word. Mime the word for the students to guess. When students have guessed the word, write it up on the board and give further information about its pronunciation, part of speech, and so on. Call on volunteers to open the dictionary and point to a word at random, then act it out for the rest of the class to guess.

A Have students look back at the text on page 100 and ask them if it follows the criteria for giving instructions on the *Writing Checklist*. Elicit examples of each point from students.

Product Step 5

Students will continue work on the *Unit Product* in this class, so they should work with the same *Product* group students.

It is important that students bring the materials from the previous steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

B In their *Product* groups, students will complete the mind map using their dictionary entry note cards from Steps 1 to 4.

▲ You may want to make sure students in each group cover all four parts of a dictionary entry: part of speech, phonemic script, forms of words, and meaning.

C Students should write their instructions for their assigned reason individually, explaining why and how to use a bilingual dictionary. As students write their instructions, you can walk around the class to make sure they use the *Writing Checklist* as a guide and offer help as needed.

▲ Students should use the *Writing Rubric* on page 8 to review and evaluate each other's work. You could take the opportunity to encourage them to give positive feedback and think of ways to improve.

▲ Students should write a final draft of their section of the manual based on the feedback they received and their own reflection on the task, and then put all the sections together to create the manual.

Ongoing Assessment: List and Discussion

Use this activity to assess students' progress with the rubric below, or a similar one. Mark ✓ or ✗ according to your students' performance:

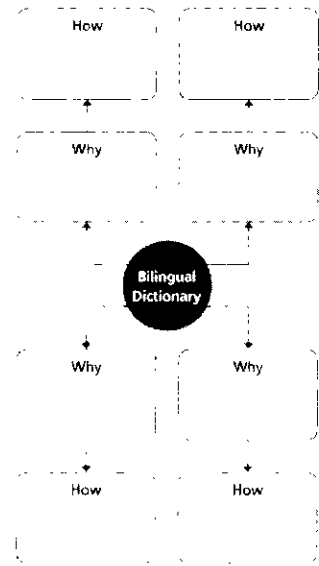
- ___ shows appropriate use of vocabulary
- ___ writes sentences in sequence
- ___ edits own and peers' work
- ___ uses correct punctuation and spelling

A Work in pairs. Look at the instructions for *The Definition Game* on page 100. See if it has all of the elements in the *Writing Checklist*.

- Writing Checklist**
- Instructions**
- ✓ Use short, clear sentences and abbreviations
 - ✓ Use the imperative
 - ✓ Put the steps in a 'logical' order



- Product Step 6**
- A** Work in your product group. Take out your dictionary entry note cards from Steps 1 to 4. Use the information on your cards to complete the mind map for a manual for how to use a bilingual dictionary.
- B** With your product group, assign a reason for using a bilingual dictionary to each member of the group.
- C** Look at "How to Write Clear Instructions" at www.wkhow.com for more information.
- C** Use the *Writing Checklist* and mind map as a guide to write instructions for your assigned reason.
- A** With a product partner, exchange instructions. Use the *Writing Rubric* on page 8 to evaluate each other's work.
- My partner's score: _____ My score: _____
- A** Write a final draft of your section and then put all of the sections together to create a manual.
- B** Bring your manual to the following class to present.



CLASS 9

Objective: Assessing own and another group's product
Language: *The instructions were in a logical order.*

Game: Dictionary Race

Divide the class into groups of three or four and have each group choose a leader. Make sure each group has a bilingual dictionary. Say a sentence, stressing one word. Have students look up the word you stressed. Tell leaders to raise their hand when they are ready. Ask the first leader to raise his or her hand and ask: *What is the word? How do you spell it? How many syllables does it have? What part of speech is it? What does it mean?* If the team can answer the questions they win a point. Repeat the procedure with different sentences. The team with the most points wins the game.

Product Step 6

Students will finalize work on the *Unit Product* in this class. It's important that they be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

A You might want to give students a little time to rehearse before presenting to the class. Groups will take turns presenting their manuals. If possible, you might suggest students present their work digitally. When students are asking questions, encourage the presenter to clarify doubts.

B You might want to remind students that feedback should be constructive and respectful. Volunteers can describe their experience following another group's manual if there is enough time.

C Once students have finished, you might suggest that they reflect a little on all of the presentations before writing the review. Students should include examples from students' presentations to clarify their reviews.

D Students will compare their own assessment of their manual with the other group's assessment. You can invite students to share their conclusions with the class.

Suggested Evaluation

Instrument: Questionnaire

Use the Questionnaire below, or a similar one, to record each student's product performance. Include notes about

- appropriate register and format to target reader.
- fluency, interaction, and discourse management.
- grammar, vocabulary, and pronunciation.
- For further information, use the *Marking Criteria* on page 198.

Class 9 **Product**

A Manual for a Bilingual Dictionary

Product Step 6

A Work in your product group. Present your manuals to the class. Watch other groups' presentations and make suggestions for improvements.

B Use this evaluation form to assess your manual and that of another group.

Self-Peer Evaluation Form

A Write your group members' names in the table. Evaluate your manual with Yes, Sometimes, or No.

| Attributes | My Group | Another Group |
|---|----------|---------------|
| The instructions were in a logical order. | | |
| The instructions were clear and easy to follow. | | |
| The language was appropriate (imperative form). | | |
| There were few spelling errors. | | |
| The manual had all of the important details. | | |
| The examples of one-entry entries were correct. | | |
| The manual was attractive and web-presented. | | |
| Everyone in the group participated in the presentation. | | |

C Work with your group. Write a short review of the other group's manual.

D Compare your assessment of your manual with another group's assessment of your manual.

1. What differences are there?
2. What did you do well?
3. What do you need to improve?

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CLASS 10 Review

Objective: Using a bilingual dictionary appropriately
Language: *Find definitions for hair and hare.*

Spelling Quiz

Choose ten difficult words from the unit. Tell students you are going to give them a spelling quiz. Read the words aloud and have students spell them in their notebooks individually. At the end of the quiz, have students swap notebooks to check each other's answers. Tell them to use the *Glossary* on page 139, or a bilingual dictionary if they have one.

A Have students open the *Activity Book* to page 103. Read the words for sentence 1 and elicit their parts of speech. Have the class complete the sentence. Encourage students to use their *Glossary* to check the meaning of the words if necessary.

B Read aloud the words in the box and elicit what part of speech they are (*verbs*). Tell students to complete the instruction manual. Remind them to start each sentence with a capital letter. Invite volunteers to read aloud their sentences and check following the instructions in bilingual dictionary.

▲ Have students read the words and see which part of the entry is marked by the magnifying glass. Tell them to write the final steps of the manual. Invite them to use their *Reader* if necessary to help them write appropriate instructions for using a bilingual dictionary.

Self-Evaluation

Have students turn to page 104 in the *Activity Book*. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their collaboration with their product team, their progress, and what they learned. Have students work with a partner from their product group and look at the *Evaluate Your Collaboration* section. Tell them to reflect on how they worked on their product and complete the *Cooperative Work Evaluation Form*.

Individually, have students take out their *Evidence Folder* and look at their work. Ask them questions to guide their reflection: *Can you see a progression? How did your performance in the first activity compare with your performance in the last activity?* Encourage them to respond to the *Evaluate Your Progress* section honestly.

Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read the outcomes and use the scale to grade their learning. Motivate students to reflect on possible improvements.

Review
Class 10

A Complete the sentences relating the words to the part of speech in parentheses.

- fuzzy, her, hat^f
The woman put _____ (pron) red, _____ (adj) _____ (n) on her head.
- through, chased, busy^m
The police _____ (v) the man; _____ (prep) the _____ (adj) city streets.
- carefully, ouchⁿ
" _____ (v) unit! Rick yelled. He didn't use the knife _____ (adv).
- so, under, it^f
I hid the present _____ (prep) the bed, _____ (conj) nobody finds _____ (pron).

B Complete the instruction manual with the words in the box.
scan • follow • choose • learn • look

- _____ the right dictionary
- _____ the abbreviations
- _____ for the section with the first letter of your word
- _____ the guide words at the top of each page
- _____ the page for your word

C Check your answers and complete the Review Questionnaire.

Answers: A: 1. through, 2. chased, 3. under, 4. so, 5. under because; B: 1. Choose, 2. Learn.

Review Questionnaire

Check your answers. Reflect on your performance and answer the questions.

- Which activities on this page were easy for you? _____
- Which did you find difficult? _____
- What can you do to improve your performance? _____

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Questionnaire

1. Does the manual include all the points related to the activity?
2. Is the manual presented in a logical and understandable way?
3. Is the register and format appropriate?
4. Does the manual include vocabulary and grammar previously learned?
5. Is the message clear?

Self-Evaluation

Evaluate Your Collaboration

- ▶ Work with a partner from your product group. Reflect on the way you work together. Complete the form with answers that best describe your performance.

Cooperative Work Evaluation Form

Describe your contribution to the product.

Describe your partner's contribution to the product.

If you were doing this product again, what would you do differently?

Describe the way you worked as a team.

How could your team work more effectively next time?

Evaluate Your Progress

- ▶ Look at the work you have collected in your *Evidence Folder*. Check your progress throughout the unit and fill the scale.

| | Very poor | Very good |
|--------------------------------|-----------|-----------|
| Amount and quality of evidence | | |
| My effort this unit | | |
| My progress this unit | | |

Evaluate Your Learning Outcomes

- ▶ Read the learning outcomes and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

Learning outcomes Grade Reflection

Can select and review all quadrilaterals

Can understand the use of textual components

Can qualify opinions

Can write instructions

Can edit instructions

Reflect on each learning outcome and write a comment or suggestion.

The Amazing Human Body

Work in groups of 4-5.

- 1 Work in groups. Look at the pictures and try to name the parts of the body. Then answer the questions.
 - a. Where are the organs located in your body?
 - b. To which body system do they belong?
 - c. What does each organ do?
- 2 Think about your participation.
 - a. How many organs did you identify?
 - b. What language did you use to describe what they do?
 - c. What language did you find difficult?



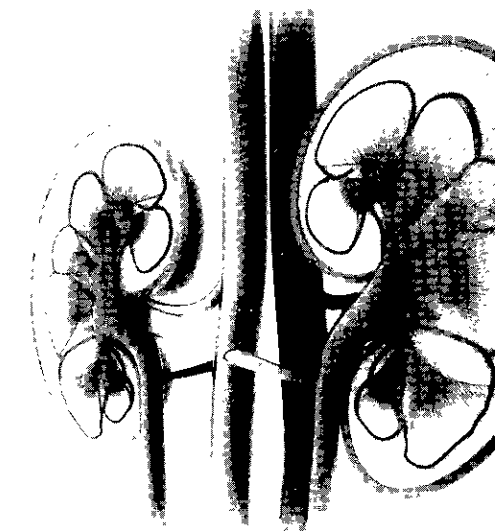
The social purpose of this unit is

- ▲ to write notes to elaborate human body systems.

To do this, you will

- ▲ revise and understand information about human body systems.
- ▲ propose and answer questions about human body systems.
- ▲ write notes to describe diagrams.
- ▲ edit diagrams in teams and with the teacher's guidance.

All of these activities will build up to the final product.



P Notes for a Human Body System Diagram

| Steps | Activities | Subproducts |
|-------|---|--------------------------------------|
| 1 | Ask and answer questions about a body system and write a fact file. | Fact files |
| 2 | Draw a body system diagram with description of parts and functions. | Body system diagram with description |
| 3 | Describe a body system process. | A body system process |
| 4 | Write information cards for a body systems diagram and create a poster. | Body system poster |
| 5 | Display the poster and explain it in an oral presentation. | Self/Peer Evaluation Form |
| 6 | Present your diagram. | Peer review of presentation |



Unit 9

Class 1

CLASS 1

Objectives: Learning about body systems. Analyzing how to take care of one's health.

Language: *The skeleton helps you stand. You should wear a helmet when you ride a bike.*

Before You Start...

1 Divide the class into groups. Have students open the *Activity Book* to page 105. Tell students to look at the pictures or project the Unit 9 images on the *Class CD*. Ask students to describe them in their groups. Then have them answer the questions. Monitor the activity and help if necessary.

2 Have students work individually. Tell students to think about their performance in the previous activity and answer the questions. Allow students time to complete the activity.

A Have students open the *Activity Book* to page 106 and read the instructions. Elicit the title of the text and ask them what they think the reading will be about. Write their ideas on the board. Then have students look at page 111 of the *Reader* and ask them to describe the picture in pairs and predict words that might appear in the story. Write the words on the board. Divide the class into reading groups to discuss the prediction questions. Invite students to share their ideas with the rest of the class. Have students go to page 112 and give them time to read in silence to page 117. Draw attention to the list of words on the board. Ask how many of these words appeared in the story.

A Read the first part of text "A Trip into the Body" on pages 111-117 of your *Reader*.

▲ Number the pictures in order.



▲ Match the pictures to the sentences.

When Sam opens the door, his classmates are quietly reading.

Sam feels proud when he answers Mrs. McDaniel's question.

The bus approaches a building. It is shaped like a nose.

The bus enters a city where there are no people. There are only skeletons.

B Work in pairs. Use your *Reader* to label the parts of the body systems.

Skeletal System



Respiratory System



C Use the words from activity B to complete the information.

The Skeletal System

The 1 _____ helps you stand. It protects your organs. For example, your _____ is protected by the 2). Adults have 205 3) _____.

The Respiratory System

This system moves oxygen throughout your body. Oxygen goes up your 4) _____ (down your 5) _____ and into your 6) _____.

▲ Work in pairs. Compare your answers.

D Work in groups. Discuss ways to take care of different body systems. Give each other tips and advice.

You should do lots of exercise to keep your muscles strong. To keep your respiratory system healthy, you shouldn't smoke.

Comprehension Check

Have students work in reading groups. Ask them to do activity A on page 124 of the *Reader*. Walk around and monitor students' work. Invite students from different groups to share answers with the class.

Answers: 1. F (Sam doesn't like science class because the teacher always asks him hard questions.), 2. F (Sam is confused because his teacher and classmates look happy.), 3. T, 4. F (Giraffes have the same number of neck bones as humans.), 5. F (The respiratory system moves oxygen through the body.)

▲ Have students open the *Activity Book* to page 106 and have them look at the pictures. Encourage volunteers to describe them. Have students number the pictures and use the *Reader* to check.
Answers: (from left to right) 4, 3, 2, 1

▲ Ask volunteers to read the sentences. Have students complete the activity and compare answers in pairs. Check answers as a class.

Answers: (from top to bottom) 1, 4, 3, 2

B Elicit the two systems mentioned in the story (skeletal and respiratory). Have students label the diagrams. Check as a class. Encourage volunteers to refer to the *Reader* to justify their answers.

Answers: (from top to bottom) skull, skeleton, bones, nose, windpipe, lungs

C Have students complete the information.

▲ Have students compare their answers in pairs. Encourage students to use their *Glossary* to check words they do not understand.

Answers: 1. skeleton, 2. skull, 3. bones, 4. nose, 5. windpipe, 6. lungs

D Divide the class in groups. Write *The greatest wealth is health* on the board. Encourage students to say what it means and if they agree with the quote. Elicit different ways to stay healthy: *avoiding injury, preventing illnesses, maintaining general health*, etc. Discuss with the class the importance of prevention. Ask students to give some examples of their everyday life that show how prevention, or the lack of it, can affect our health.

A Work in pairs. Circle the verbs. Then agree on how the sentences are different.

Active voice: The skull protects your brain.
 Passive voice: Your brain is protected by the skull.

▲ Write **A** (active) or **P** (passive). Use the examples above.

1. The heart keeps everything alive
2. Everything is kept alive by your heart
3. Nutrients are absorbed by the stomach
4. The stomach absorbs nutrients

▲ Discuss the questions

1. What happens to the position of the subject and object in the passive voice?
2. Which voice puts more emphasis on who or what performs the action?
3. Which voice puts more emphasis on who or what receives the action?

▲ Use the information above to mark (✓) the sentence that is true.

We use the verb to be + the past participle of the main verb in passive sentences.

___ We use the present tense of the main verb in passive sentences.

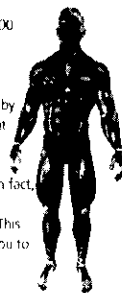
B Underline the correct form.

1. The bus enters / is entered a long tunnel.
2. The bus / is pushed out / is pushed out by the driver.
3. Oxygen moves / is moved throughout your body by the cardiovascular system.
4. The lungs expand / are expanded by air.

C Complete the description of the muscular system using the correct form of the verbs in parentheses.

The Muscular System

Your body is made up of over 600 muscles. There are several types. Skeletal muscles are voluntary muscles. Their movements 1) _____ (control) by the brain. When you think about moving, a message 2) _____ (send) from the brain to the muscles. In fact, your muscles 3) _____ (tell) to get shorter and tighter. This 4) _____ (allow) you to bend your body parts.



Smooth muscles are involuntary muscles. Their movements 5) _____ (control) by you. These muscles 6) _____ (locate) in your stomach and _____ system.

D Rewrite the sentences in the passive voice.

1. Your blood cells push carbon dioxide out.
2. Your heart pumps blood around the body.
3. Your rib cage protects your lungs.

E Choose a system from the *Reader*, pages 111-117. Ask and answer questions about its function.

How is oxygen moved through the body?

CLASS 2

Objectives: Identifying emphasis in sentences. Describing processes and body functions.

Language: *Everything is kept alive by your heart. Your rib cage protects your lungs.*

Read and Review

Have students look at page 111 of the *Reader*. Elicit what they remember about the story. Have students read each page through page 117. Ask questions to check comprehension.

Page 112: *How are Sam's classmates different?*

Page 113: *Why was Sam confused?*

Page 114: *Why is the town called Skeletown?*

Page 115: *How many bones do people have?*

Page 116: *Where do the students go after seeing the skeleton?*

Page 117: *What do blood cells leave in the lungs?*

The Present Passive Voice

We use the passive voice when the focus is on the action and not on who or what does the action (the subject). We form the passive voice with *be* + past participle + *by* object. We can indicate the object after the preposition *by*. However, many passive sentences do not contain *by* + object when it is unimportant or unknown. Note that errors often occur when students forget subject-verb to be agreement.

A Have students open the *Activity Book* to page 107. Read the sentences aloud while students follow along. Circle the verbs as a class. Encourage volunteers to say what is important in each example: the skull *in active voice* and your brain *in passive voice*. Help students notice that the passive voice always has the verb to be followed by the participle form of the verb.

Answers: (from top to bottom) protects, is protected

▲ Have students complete the activity individually. Remind them to look for the verb *to be* and the main verb in the past participle to identify the passive voice sentences. Check answers as class.

Answers: 1. A; 2. P; 3. P; 4. A

▲ Divide the class into pairs. Tell them to use the examples in activity A to answer the questions. Invite volunteers to share answers with the class.

Answers: 1. They are inverted, 2. The active voice, 3. The passive voice

▲ Have students look at the example sentences to justify their answer. Check answers as a class.

Answer: The first sentence

B Read aloud the first sentence and have the class give the correct answer. Then have students work individually. Suggest identifying first if the subject in each sentence does the action or receives the action. Invite volunteers to share answers.

Answers: 1. enters, 2. is pushed out, 3. is moved, 4. are expanded

Answers to Questions

Write on the board: *The skeleton protects your organs.* Invite a student to underline the subject and circle the object (*skeleton, organs*). Have students write the sentence in the passive voice. (*Your organs are protected by the skeleton.*)

C Divide the class into pairs. Tell them to complete the description, taking into account whether the subject receives the action or does the action. Check answers as a class.

Answers: 1. are controlled, 2. is sent, 3. are told, 4. allows, 5. are not controlled, 6. are located

D Read aloud each sentence and elicit what the subject and the object are. Tell students to rewrite the sentences and decide if they need to write the object. Invite volunteers to write the sentences on the board and check grammar and spelling as a class.

Answers: 1. Carbon dioxide is pushed out (by your blood cells). 2. Blood is pumped around the body (by your heart). 3. Your lungs are protected by your rib cage.

E Read aloud the instructions and the sample question. Have individual students list questions and possible answers on a separate sheet of paper before practicing the conversation. The activity can be made more challenging if students choose different systems. Tell students to start the dialogue. Ask them to take turns asking and answering the questions. Suggest referring to the *Reader* if they need to check the answers. Monitor the activity and help if necessary. Have some volunteers share their dialogue with the class. Ask students to keep their list of questions and answers in their *Evidence Folder*.

Ongoing Assessment: Dialogue Based on Questions and Answers

Use this activity to assess students' progress with the Rubric below, or a similar one:

Mark ✓ or ✗ according to your students' performance:

- ___ can express themselves in a dialogue
- ___ demonstrates willingness to collaborate
- ___ show a respectful attitude towards different ideas and points of view

Gain

Divide the class into two teams. Ask them to write five questions and answers about the muscular system. Tell them to use active or passive voice. Have them take turns asking and answering their questions. Explain that they only have thirty seconds to answer and that they cannot check their books. Award a point for every correct answer. The team with the most points wins the game.

CLASS 3

Objectives: Making a meal plan. Identifying sounds.

Language: *How many apples should I eat? They had to slow down because of the curve. Be careful! That is a high curb.*


Everyday Food

Divide the class into teams. Tell them they have three minutes to write as many foods as possible. Ask the team with the most words to write their list on the board. Have volunteers add foods that were not mentioned. Do not erase the information as you will use it for activity C.

A Have students open the *Activity Book* to page 108. Ask volunteers to name each food item. Divide the class into pairs. Tell them to discuss the questions. Invite volunteers to share their

answers with the class. Help them realize that eating lots of junk food can affect our health. It is our responsibility to make healthy choices.


Answers: Answers may vary.

▲ Tell students they are going to listen to a conversation about a meal plan. Tell them to focus on the foods they hear and number the pictures in order. Play  Track 33. Check answers as a class.

Answers: (from top to bottom, left to right)

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

Track 33 (See page 204.)

B Have students look at the foods in the list. Play  Track 33 again while they mark the captain's recommendations. Check as a class. Repeat the track if necessary.

Answers: a little beef, lots of lentils, a little sugar, a few nuts

C Ask students to make a list of foods for a healthy meal plan on a separate sheet of paper. Suggest using foods from the board and adding others they think suitable. If possible, give students access to a library or the Internet to research the foods on their lists. Tell them to check the recommended intake for adolescents. Make sure they know what a portion of food is and have them add recommended portions to their list. Tell them to make notes about their research in their notebook.

Answers: Answers may vary.


▲ Read aloud the instructions and the example questions. Elicit when to use *much* and *many* (*much for food we cannot count, like rice, lentils, cheese, milk, etc.; many for food we can count, like apples, sandwiches, eggs, cookies, etc.*). Divide the class into pairs. Tell them to exchange lists. Ask students to take turns asking questions about amounts of food they should eat using their research from the previous activity. Monitor and make sure they are using *much/many* correctly with count and noncount nouns. Encourage volunteers to share their meal plans with the class.

Class 3

A Work in groups. Look at the pictures and answer the questions.

1. Which foods are healthy?
2. Which foods do you prefer?



A Listen  to Taylor talking to her team about nutrition. Number the foods in the pictures in the order they are mentioned.


B Listen again and mark (✓) the foods the team captain recommends.

1. some chicken
2. a little
3. a lot of pork
4. lots of
5. a little
6. a little sugar
7. a lot of cheese
8. a few


C Make a list of foods for a healthy meal plan. Add recommended portions.

A Work in pairs. Exchange lists and ask for details to make your meal plan.


- How many apples should I eat?
How much cheese should I eat?

D Listen  and repeat the sentences. Identify the difference between the /b/ and /v/ sounds.

1. Hey, I'm vegetarian!
2. I love cereal for breakfast.
3. Oats have a lot of fiber and vitamins.

E Listen  to the pairs of words. Number them in the order you hear them.

| /v/ | /b/ |
|-------|------|
| vote | boat |
| curve | curb |

E Listen  to the sentences. Underline the words you hear.


1. He won the vote / boat in a ...
2. After the show, he took a bow / vow.
3. They had to sow down because of the curb / curve.
4. Be careful! That is a high curb / curve.
5. The van / van was unfair.

F Work in groups. Create a healthy meal plan for a day. Include protein and carbohydrates.


A Share your ideas with the class. Use the Self-Check to evaluate your participation.

| Self-Check | Yes | No |
|-----------------------------|--------------------------|--------------------------|
| Exchange information | <input type="checkbox"/> | <input type="checkbox"/> |
| I took turns to speak | <input type="checkbox"/> | <input type="checkbox"/> |
| I participated confidently | <input type="checkbox"/> | <input type="checkbox"/> |
| I included relevant details | <input type="checkbox"/> | <input type="checkbox"/> |

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D Have students read the sentences silently. Tell students to underline the words that have the letter *b* or *v*. (*vegetarian, breakfast, have, fiber, and vitamins*). Play  Track 34 and tell students to pay attention to the difference between the /b/ and /v/ sounds. Isolate and model the sounds. Do some choral and individual repetitions. Play the track again, pausing after each sentence, and have students repeat.

Track 34 (See page 205.)

▲ Tell students that they are going to hear the pairs of words out of sequence, and they have to number the words in the order they hear them. Play  Track 35. Play the track again and pause it after every pair of words. Have students repeat the words. Encourage students to use their dictionaries to check any unknown words.

Answers: (from top to bottom) 1. boat, 2. vote; 1. vow, 2. bow, 1. curb, 2. curve

Track 35 (See page 205.)

E Play  Track 36 and have students underline the words they hear. Check answers as a class. Play the track again if necessary.

Answers: 1. vote, 2. bow, 3. curve, 4. curb, 5. ban

Track 36 (See page 205.)

F Divide the class into groups of three or four. Have them create a healthy meal plan for a day. Encourage them to use their research from activity C. Remind them to include a variety of foods in their list. Monitor the activity, helping with vocabulary and ideas if necessary.

▲ Have groups share their meal plans. Encourage the rest of the class to comment on how healthy the plans are and give ideas to improve them. Refer students to the *Self-Check* box and ask them to consider its points while they discuss their ideas. Explain that they can use the rubric to evaluate their participation in activity F. Have them work together to come up with suggestions for how to improve their fluency. Refer students to the *Writing Rubric* on page 7. Encourage them to use the rubric to evaluate their work. Invite students to think of ways to improve.

Read Silently

Have students turn to page 118. Play the second part of Track 37. Have students follow along. Tell them not to worry about specific words but to focus on general understanding. Encourage students to use the glossary at the bottom of each page. Ask questions to check comprehension:

Page 118: *Why is the heart more important than any other organ?*

Page 119: *Where do cells go to get more oxygen?*

Page 120: *What system does the stomach belong to?*

Page 121: *What happens in the small intestine?*

Page 122: *Which is longer, the small intestine or the large intestine?*

Page 123: *Why do adults have fewer bones than babies?*

Comprehension Check

Ask students to do activity B on page 124 of *Reader*. Monitor and help if necessary. Have them compare their answers in pairs. Check as a class.

Possible answers: 1. The heart pumps blood through the body, 2. The stomach is part of the digestive system, 3. The small intestine absorbs the nutrients.

CLASS 4

Objectives: Completing fact files. Discussing how to protect different body systems.

Language: *We take about 600 million breaths in a lifetime. What bad habits can hurt these systems?*


Think and Tell

Write the title of the *Reader* on the board: *A Trip into the Body*. Elicit the two body systems mentioned in the text and write them on the board: *skeletal system*, *respiratory system*. Ask students what happened in the story in each system and what they learned about them. Write the information under the corresponding heading on the board. Have students open the *Reader* to page 112. Play the first part of Track 37 and pause it after page 117. Have students follow along. Review the students' answers on the board. Track 37 (See *Reader*, pages 112–117.)


Class 4

A Work in pairs. Use your *Reader*, pages 111–123 to complete the fact files.


① System: *Skeletal*
Essential Part: *Bones, cartilage*
Function: _____
Interesting Facts: _____




② System: *Respiratory*
Essential Part: _____
Function: _____
Interesting Facts: *We take about 600 million breaths in a lifetime.*



③ System: *Circulatory*
Essential Part: *Heart, vessels*
Function: *Pump blood through body*
Interesting Facts: _____



④ System: *Digestive*
Essential Part: _____
Function: _____
Interesting Facts: _____



B Underline the correct options to complete the sentences.

- Food is processed in the _____ system.
a. skeletal b. digestive c. circulatory
- Nutrients are _____ from your food in the small intestine.
a. absorbed b. digested c. excreted
- The skull offers _____ for the brain.
a. protect b. support c. absorb
- Sam was _____ because his teacher looked very happy.
a. surprised b. confused c. excited

C Complete the sentences with the correct form of the words in activity B.

- Doctors wear _____ clothing.
- Some foods are harder to _____ of.
- This medicine helps _____ nutrients by the body.
- People often _____ me with my brother.

Product Step 1

D Form a product group. Discuss what you learned about the body in the story.

A With a product partner, ask and answer questions to create a fact file for the skeletal system or the respiratory system. Use the fact files above and your *Reader*, pages 111 to 117, to help you.

P Keep your fact files for Step 2.

Have students work in groups and discuss the questions in activity C on page 124 of the *Reader*. Encourage them to extend their answers. Invite students to share their answers with the class.

A Have students open the *Activity Book* to page 109. Tell students to use the *Reader*, pages 111–123, to complete the fact files. Monitor the activity, helping as necessary. Divide the class into product groups. Tell them to take turns reading the fact files and making the necessary corrections. Have volunteers describe each system.

Possible answers: 1. helps us stand, protects organs; humans have the same number of neck bones as giraffes; 2. lungs, windpipe, nose; moves oxygen around body; 3. the heart beats about 30 million times a year; 4. stomach, intestines, esophagus; it absorbs nutrients from food; intestines are about 25 feet long in total

**Ongoing Assessment:
Description of a System**

Use this activity to assess students' progress with the Rubric below, or a similar one.

Mark ✓ or ✗ according to your students' performance:

- ___ can decode a fact file to
- ___ describe a process
- ___ organizes information

B Have students underline the correct options individually. Tell them to compare answers in pairs. Check as a class.

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

C Divide the class into pairs. Have them complete the sentences with words from activity B. Explain that they can use any of the options for each sentence, not just the ones they underlined. Ask volunteers to read aloud their sentences for the class to check.

Answers: 1. protective, 2. digest, 3. absorption, 4. confuse

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. It is also recommended for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps and that they need to elect a person who is responsible for the group materials.

D Students should work on their product groups to discuss what they learned in the *Reader*. You might want to ask them to keep the *Reader* at hand in case they need it as a reminder. You can also invite them to underline what they thought more interesting of each system.

▲ Students will work with a partner from their product's group. You can allow them to form the pairs themselves or you can give them rules to form them. If they are more advanced, your students can ask and answer the questions orally. However, some groups will need to make notes so they can use it to write the fact files of the two missing body systems. You can suggest they use the fact files as a model. If your group is artistic, you might want to ask students to draw an important body part of the two missing body systems.

Games: Passive Voice Race

Write active voice sentences from the *Reader* on slips of paper and put them in a box. Divide the class into two teams and have one student from each team select a slip. Tell them to change the active sentence on the paper into passive and write it on the board. Award five points if the sentence has no mistakes or subtract a point for each error. Repeat the procedure with different volunteers until all the sentences have been changed. The team with the most points wins the game.

CLASS 5

Objective: Describing position and functions of elements in a body system

Language: *This is a diagram of the urinary system.*

Find It First

Divide the class into two teams. Read a sentence from the *Reader* and have students scan the text to find it. The student who finds it first and says the correct page number gets a point for his or her team. Read the sentences one by one: 1. *Those are blood vessels (page 119).* 2. *This is part of the digestive system (page 120).* 3. *That's the heart (page 118).* 4. *These are the lungs (page 116).* Continue the game with other sentences. The team with the most points wins the game.

Observe in Context

Write on the board: *Look at all these skeletons.* Point to the word *these* and tell students we use this pronoun to indicate people or things near us. Write the following sentence on the board: *That's the heart.* Point to the word *That* and tell students that we use this pronoun to indicate a thing that is not near us. Have students look for other examples in the *Reader*.

A Have students open the *Activity Book* to page 110. Ask volunteers to read aloud the sentences. Tell students to complete the chart individually. Check answers with the class.

Answers: (from top to bottom) that, these

▲ Read aloud each sentence and have students underline the pronouns. Then tell them to underline the correct meanings. Ask volunteers to share answers with the class.

Answers: 1. a, 2. b, 3. b, 4. b

Demonstrative Pronouns

We use **this** (singular) and **these** (plural) to indicate people or things near us: **These are my books.** We use **that** (singular) and **those** (plural) to indicate people or things that are not near us: **What are those?**

Indefinite vs. Definite Articles

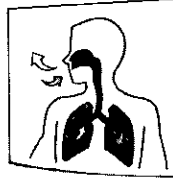
The indefinite articles *a* and *an* are used to indicate non-specific or non-particular countable singular nouns:

That bus is floating in a pool of smelly mush. Plural countable nouns and uncountable nouns do not need an indefinite article. The definite article *the* is used to refer to specific or particular nouns, and can be used with uncountable nouns, and singular and plural countable nouns: *The mushy food is in the small intestine. These are the kidneys.*

B Have students work in pairs. Write *a*, *an*, and *the* on the board. Ask students to find in the *Reader* some examples with

Glass 5

A Read the following extracts from your *Reader*, pages 111–123. Then complete the chart with the underlined words.



1. These are blood vessels.
2. This is part of the digestive system.
3. That's the heart.
4. These are the lungs.

| | Near to Speaker | Far from Speaker |
|----------|-----------------|------------------|
| Singular | this | that |
| Plural | these | those |

C Read the sentences and underline the correct meanings.

1. These are my fingers.
 - a. You are holding your fingers up.
 - b. You have your hands in your pockets.
2. Is this your stomach?
 - a. You are touching the person.
 - b. You are pointing at the person.
3. That is your left foot.
 - a. You are touching the foot.
 - b. You are pointing at the foot.
4. These are your toes.
 - a. You are touching the person's toes.
 - b. You are pointing at the person's toes.

B Work in pairs. Read these extracts from your *Reader*, pages 111–123 and say which underlined word refers to a specific noun.

1. Food passes into the large intestine.
2. Why is an adult's body of fewer bones than a baby's body?

A Complete the rules with *a* or *an*.
When we refer to non-specific nouns that begin with a vowel sound, we use 1).
When we refer to non-specific nouns that begin with a consonant sound, we use 2).

C Complete the descriptions of a body system with words from the box.

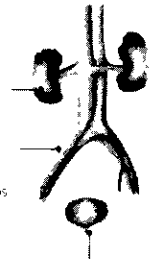
the (a)z • this • a • an • these

5) _____ is a division of 2 urinary systems. Its principal function is to keep fluids in 3) _____ person's body at a normal level.

4) _____ are the kidneys. They remove waste substances from the blood and make urine.

Ureters take urine from the kidneys to 5) _____, an organ called the bladder. This is where urine is stored.

The urethra connects the bladder to the outside.



Work in pairs. Point to the diagram and describe it to each other. Use the *Speaking Rubric* on page 8 to evaluate yourselves.

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these words and write them on the board. Divide the class into pairs. Have them discuss which words refer to specific nouns (*the*) and which ones to non-specific (*a* and *an*). Have volunteers share their ideas. Do not clean the board.

Answer: 1

▲ Tell students to use the examples on the board to complete the rules. Check answers with the class.


Answers: 1. an, 2. a

C Read aloud the text, pausing where there are spaces. Ask volunteers to explain what it is about. Have students complete the text individually. Remind them that they need to use *the* twice. Check answers with the class.

Answers: 1. This, 2. the, 3. a, 4. These, 5. an, 6. the

▲ Divide the class into pairs. Tell them to take turns describing the urinary system and pointing to the corresponding section of the diagram. Monitor and help if necessary. Refer students to the *Speaking Rubric* on page 8. Explain that they can use the rubric to evaluate their participation in this activity. Have them work together to come up with suggestions for how to improve their fluency.

Review the Text

Play  Track 37 and have students follow along from page 112–123 of the *Reader*. Write interpretation questions on the board:

1. Which body system sounds most interesting to you? Why?
2. What else do you want to know about each system? Where can you find information?

Divide the class into groups. Have them discuss the questions. Invite volunteers to share their ideas with the class.

Track 37 (See *Reader*, pages 112–123.)

CLASS 6

Objective: Identifying and describing processes

Language: Red blood cell carry oxygen.

Guess the System

List the following on the board: *platelets, heart, blood vessels, arteries*. Divide the class into pairs. Have students guess which system the words belong to and write the systems on the board next to the words. Do not check answers yet.

A Have students open the *Activity Book* to page 111. Read the questions aloud and elicit answers.

Answers: 1. The circulatory system, 2. Answers may vary.

B Refer students to the diagram. Have them complete it using words from the box. Invite volunteers to share their answers with the class.

Answers: 1. organ, 2. blood, 3. veins, 4. vessels

C Have students read the text and answer the questions individually. Have them compare answers in pairs. Check answers as a class.

Answers: 1. The heart, blood, and blood vessels form the circulatory system. 2. Blood vessels are divided into arteries, veins, and capillaries. 3. Red blood cells, white blood cells, and platelets. 4. To form blood clots when a blood vessel breaks.

D Have students work in pairs. Tell them to discuss and justify their answer. Encourage students to give reasons to support their answer. Monitor and help with vocabulary and ideas if necessary. Invite volunteers to share their conclusions with the class.

E Have students copy the diagram onto a separate sheet of paper. Tell students to make it more understandable by adding descriptions, arrows, or any other elements they think are suitable. Have students exchange their diagram with a classmate. Tell them to describe it to each other based on the elements their partners added. Monitor and help if necessary.

Product Step 2

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

F Students will work on their *Product* groups and use the fact files from *Step 1* and the ones on page 109. If students cannot decide which body system to assign to each member, you can make them choose randomly with pieces of paper.

Personalize It!


Class 6

A Work in pairs. Look at this page from a scientific textbook and answer the questions

1. What body system does the picture show?
2. What do you know about this system?

The circulatory system is formed by the heart, blood, and blood vessels. Blood vessels are divided into arteries, veins, and capillaries. Blood is a red liquid tissue made up of cells. There are three types of blood cells: red blood cells, white blood cells, and platelets.

Red blood cells carry oxygen, white blood cells remove bacteria and viruses from the blood, and platelets are small fragments of cells that form blood clots when a blood vessel breaks



The heart is a muscular that pumps blood around the body

The arteries carry from the heart to the rest of the body

The carry blood from all over the body back to the heart

The capillaries are very thin that reach all the cells of the body

B Complete the diagram in the textbook with words from the box.

• vessels • blood • organ •


C Read the text and answer the questions.

1. What forms the circulatory system?
2. How are blood vessels divided?
3. What are the three types of blood cells?
4. What is the function of a platelet?

D Work in pairs. Discuss if the text and diagram are easy to understand. Say what elements help you understand them.

E Copy and add elements to the diagram below to make it more understandable

The Urinary System



Product Step 2

F Work in your product group. Look at the fact files you wrote in Step 1 and the ones on page 109. Assign a body system to each member of your group

A Draw a diagram for your body system, like the Urinary System above. Use your *Reader* or a science textbook as a reference. Write a short description of the body system's parts and functions.

P Keep your body system diagram and description for Step 3.

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Feedback Time

Ask students to write their names on their diagrams. Collect them and hand them out to different students. Make sure that nobody has his or her own work. Ask students to write feedback for their partners on a separate sheet of paper. Tell them to start with a positive comment, then to write the areas that their classmate can improve, and finally to add a comment to close the feedback. Elicit examples of each section and write them on the board as a guide. Have students give the diagram and feedback sheet back to their owners. Encourage volunteers to display their diagram and read aloud the feedback for the class. Ask students to keep their diagram in their Evidence Folder.

Ongoing Assessment: A System Diagram

Use this activity to assess students' progress with the Rubric below, or a similar one:

Mark ✓ or X according to your students' performance:

- can organize information and describe a process
- selects on appropriate layout
- uses grammar and vocabulary

Students will create a diagram of the body system that was assigned to them. The students can draw them using the Reader as a reference and the diagram of the urinary system in activity E as a model. However, if students are not good at drawing, you might want to allow them to use pictures from a magazine or online. Then students will write a short description of their body system diagram. You may want to ask them to check their description with their Reader or another scientific text. If the school has a library, you might take them there to find resources to check their answers.

CLASS 7

Objective: Expressing sequence in the description of body functions

Language: First, there has to be a stimulus.

Ask and Answer

Divide the class into two teams. Ask each team to write five questions and answers about the human body systems. Have teams take turns asking and answering questions. Award a point for each correct answer. The team with the most points wins the game.

A Ask students to open the *Activity Book* to page 112. Divide the class into pairs. Have students look at the picture and the title of the text, and discuss the importance of the system. Encourage volunteers to share their ideas with the class.

B Tell students they will listen to a museum exhibit description and ask them to complete the text with words from the box. Check answers with the class.

Answers: 1) First, 2) Next, 3) After that, 4) Finally

Class 7

A Work in pairs. Look at the title and picture and discuss why this system is important.



All about Your Nervous System

This exhibit shows your nervous system. Humans cannot function without it, because it is the system your brain uses to send and receive information about what is happening in the body. It is made up of billions of nerve cells, or neurons, which join together to make nerves. It is a very complex system, but here is a simple explanation of how it works.

1) There has to be a stimulus. For example, you might hear loud music or touch a cold glass. Electricity is generated in a neuron and then travels through dendrites to another neuron. The neurons' electrical signals create chemicals. These chemicals carry the signals between neurons. 2) The chemicals travel through the body and up the spinal cord. 3) They are received by the brain.

Product Steps

1. Work with a product group partner. Describe your body systems diagram and description to your partner. Ask and answer questions about your diagrams.
2. Research and write notes about how your body system works. Use the leaflet in activity A as a model.
3. Use your notes to describe the process of how your body system works.
4. Use the Self-Check to evaluate your participation.

Self-Check

Describe a process

- ✓ I used appropriate language (passive and active voices)
- ✓ I described processes in a logical order
- ✓ I included relevant details

Keep your partner and other volunteers for Step 4

112

5 Listen to and complete the museum exhibit leaflet with the words in the box. next • finally • first • after that

C Read the exhibit leaflet and mark the sentences (true) or (false)

1. The nervous system is made up of the brain, the spinal cord, and neurons.
2. When you hear or touch something, electricity is created in a neuron.
3. All the neurons are connected and transfer the signals to each other.
4. Electrical signals go from the brain down the spinal cord.

4 Number the steps in the nervous system process in order.

_____ Electricity is generated in a neuron (Phonics are created by the neurons' refer the signals

_____ Signals are received by the brain

_____ Chemicals are carried between neurons

C Have students read the text and mark the sentences *T* if they are true or *F* if they are false. Check as a class.

Answers: (from top to bottom) 1. F, 2. T, 3. T, 4. T

▲ Read the instructions aloud. Have students number the steps in the nervous system process.

Answers: (from top to bottom) 2, 3, 1, 5, 4

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

D You might want to provide a description of the nervous system to demonstrate the activity. You can elicit some questions and write them on the board as a model.

E You can bring in reference books to help students do research, or you can recommend they use their *Readers*. The text about the nervous system in activity A provides a good model to follow. You might have students underline the sentences in the text that describe the process.

▲ To encourage students to use connectors, you might want to write them on the board. When students have finished describing their processes, you can invite different pairs to describe their process in front of the class.

▲ You might want to go over the items in the *Self-Check* box before having students evaluate themselves. It is important that students reflect on their production and think of ways to improve. You might try asking the class to report their answers to each item by raising their hands. This will allow you to know which items need reinforcement.

A Look at the leaflet on page 112 and see if it covers all of the points in the *Writing Checklist*.

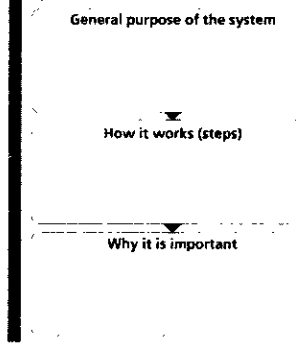
Writing Checklist:

- Descriptive Texts about a Body System**
- ✓ Introduce the topic
 - ✓ Describe the general purpose of the system
 - ✓ Provide details that explain the steps of the process. Make sure the steps are in a logical order
 - ✓ Include a conclusion that draws attention to the importance of the process



Product Step 4

3 Work in your product group. Make notes in the graphic organizer about the body system you chose. Use the *Writing Checklist* and the leaflet on page 112 as a guide.



Watch the video lesson about organ systems at study.com, "What are the organ systems of the human body" to know more about this topic

C Write three information cards about your body system to accompany your diagram. Use the information in the graphic organizer and the paragraph plan below to help you.

1. Topic sentence to introduce information
 2. One of the following:
 - Say what it does. *This system controls... / The purpose of this system is to...*
 - Say what it is made up of. *This system is made up of / is composed of... / Your... are part of this system*
 - Explain how the system works. *First / Next / After that / Finally. The second / third / next step is...*
 3. A sentence to conclude the information
- 4** Work in pairs. Exchange your texts. Use the *Writing Rubric* on page 8 to evaluate each other's work.
- 5** Write a final draft of your information cards. Present your diagram, cards, and fact files on poster paper to present to the class.
- 6** Prepare notes for a short oral presentation of your body system based on your poster.
- 7** Keep your poster for your presentation for Step 5

CLASS 8

Objective: Writing a description of a body system
Language: *This system controls... The purpose of this system is to... This system is made up of/is composed of...*

Find the Body Part

Write this riddle on the board, and elicit the answer: *If you eat too much, your ... will hurt. (Stomach.)* Have students write sentences about body parts. Divide the class into pairs. Have them read their riddles for their partner to guess the body part that is missing.

A Have students open the *Activity Book* to page 113. Read aloud each feature of the *Writing Checklist* and have students point to the corresponding section in the text on page 112. Encourage students to watch the video for more information on the topic.

Product Step 4

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students.

It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

B To start you might have students describe what they remember about each system. They can also look at the leaflet on page 112 to get ideas and the *Writing Checklist* to guide them. You can group students from different groups, but the same body system, to share information. As students are writing their notes in the graphic organizer, you might want to walk around the class checking individual students' work.

Answers: Answers may vary.

C To guide students more you can elicit the information for one card and write a paragraph on the board as a model. Once you have finished, refer back to the *Writing Checklist* and the paragraph plan to make sure the text is complete. Students should work individually on their cards.

D You might want to go over the items in the *Writing Rubric* box on page 8 before having students evaluate themselves. You might suggest making sure the information is correct as well. It is important that students reflect on their production and make suggestions for how to improve weak areas.

Ongoing Assessment:

Description of a System

Use this activity to assess students' progress with the Rubric below, or a similar one:

Mark ✓ or ✗ according to your students' performance:

___ organizes information taken from diagrams and other sources

___ expands notes into complete descriptions

___ uses a repertoire of words and expressions

Notes for a Human Body System Diagram

Product Step 5

A With your product group, rehearse your body system diagram presentation with notes.

A Make sure that each member of your group takes turns presenting and explaining parts of your diagram. Answer questions to solve doubts.

B Each group presents their body systems posters, using notes and the diagrams. Use this evaluation form to assess your performance and that of your group.

Self-Peer Evaluation Form

A Write the names of your group members in the table. Evaluate your presentation with Yes, Sometimes, or No.

| | Names of students | |
|------------|---|----|
| Message | Described the process in order | Me |
| | Described the process in a clear and understandable way | |
| | Used the diagram to explain the process | |
| Language | Used appropriate language for the situation (formal/informal) | |
| | Made few errors | |
| Strategies | Presented the diagram confidently | |
| | Used notes only as a aid | |
| | Used fluency strategies | |

C Work with your group. Write a short review of the performance of each group member. Compare your assessments with each other.

1. What differences are there?
2. What did you do well?
3. What do you need to improve?

D Discuss your answers to the questionnaire with your group. Give each other feedback on how to improve your performance

A Once students have finished rewriting their cards, they can assemble their posters for their presentations. Depending on the size of their diagrams, they can use a sheet of poster paper for each body system or use several sheets for all of the body systems.

E It is important that students bring their notes and posters to the following class. You might suggest they rehearse their presentations before the following class.

CLASS 9

Objective: Describing processes

Language: *The brain is protected by the skull.*

Product Step 5

The students will finalize work on the *Unit Product* in this class. It's important that students be prepared to present their products and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

A Each product group will present their body systems diagrams to the class using their notes and posters. You could have each group display their poster in a specific area of the classroom as an exhibit.

▲ Before presenting to the class, allow students to rehearse a few times within their groups. You might want to remind students to keep their intended audience (classmates and teacher) in mind and adjust the language accordingly.

B You can have each group present at the front of the class, or if groups created an exhibit, the class can approach each group's exhibit to listen to the presentations. It is important to remind students that the notes are only to refer to, that they should not just read the information off the notes or the cards.

C Once students have finished, you might suggest that they reflect a little on all of the presentations before writing the review. Students should include examples from students' presentations to clarify their reviews.

D It's important to remind students that feedback should be constructive.

E Have students come to a consensus to grade their product. Tell them to give reasons to support their grade. Have a volunteer from each group share their grade with the rest of the class. Remind students to keep their review of their performance in their *Evidence Folder* to keep track of their progress.

CLASS 10 Review

Objective: Describing body functions and processes

Language: *Then the carbon dioxide is replaced by oxygen in the alveoli. Messages are sent to the brain by neurons.*

Game: Fight the Clock

Divide the class into groups of three or four. Give groups one minute to write as many words related to the body as they can. Have them count their words and give a point for each correct word. Ask the group with the most points to read their list aloud. Encourage students to add words that were not mentioned.

A Have students open the *Activity Book* to page 115 and look at the pictures from the *Reader*. Make sure they understand what part of the body is in each picture. If needed, elicit the relationship between the teacher and the part of the body: *Is the part of the body close to or far from the teacher? Is there one organ or more in the pictures?* Remind them to start the sentences with capital letters.

Answers: 1. These, 2. That, 3. This

▲ Have students number the pictures. Then ask them to work in pairs, and say what helped them choose their answers.

Answers: (from top to bottom, left to right) 2, 1, 3

B Review with the class when to use *a*, *an* and *the*. Invite them to go to the *Grammar Reference* on page 138 for further reference. Tell students to complete the activity individually.

Answers: 1. an, 2. the, 3. the

Review

Class 10

A Look at the pictures from your *Reader*. Complete the sentences about the parts of the body with the words in the box.

this • that • these • those

- _____ are the lungs.
- _____ is the heart.
- _____ is part of the digestive system.

▲ Match the sentences to the pictures.

B Underline the correct options to complete the description of the respiratory system.

In pulmonary circulation, blood with carbon dioxide comes out of 1) *an* / *a* artery called 2) *a* / *the* pulmonary artery. Then carbon dioxide is replaced by oxygen in 3) *an* / *t* the alveoli.

C Rewrite the descriptions of the body systems using the passive voice.

- Neurons send messages to the brain.
Messages _____
- The lungs push carbon dioxide out of the body.
Carbon dioxide _____
- The skeleton supports the body.
The body _____
- Joints hold your bones together.
Bones _____
- The small intestine absorbs nutrients from your food.
Nutrients _____

D Check your answers and complete the *Review Questionnaire*.

Answers: 1. These, 2. That, 3. This. Review Questionnaire: 1. A, 2. B, 3. C, 4. D, 5. E, 6. F, 7. G, 8. H, 9. I, 10. J, 11. K, 12. L, 13. M, 14. N, 15. O, 16. P, 17. Q, 18. R, 19. S, 20. T, 21. U, 22. V, 23. W, 24. X, 25. Y, 26. Z.

Reflection Checklist

▲ Reflect on your performance and mark (✓ or ✗) the checklist.

- I was able to complete all the activities. _____
- I finished the review on time. _____
- I answered all or most of the activities correctly. _____

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C Elicit the form of passive voice sentences and how the words are different from the active voice. Have students rewrite the sentences. Ask students to compare their sentences in pairs. Have volunteers write their answers on the board. Check grammar and spelling as a class.

Answers: 2. Carbon dioxide is pushed out of the body by the lungs. 3. The body is supported by the skeleton. 4. Your bones are held together by joints. 5. Nutrients from your food are absorbed by the small intestine. 6. Flavors of food are detected by taste buds.

D Have students use the answer key on the page to check their answer and get their score. Then, invite them to reflect on their performance while answering the *Review*. Ask: *Was it difficult for you to answer the Review? Could you easily use and recognize what you learned in the unit?* Have them check the boxes in the *Review Checklist* at the bottom of the page thoughtfully.

Self-Evaluation

Have students turn to page 116. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their collaboration with their product team, their progress, and what they learned.

Have students work with their product group and look at the *Evaluate Your Collaboration* section. Tell them to analyze and reflect on their product and assess how they worked together.

Individually, have students take out their *Evidence Folder* and look at their activities. Ask them guiding questions: *Can you see a progression? How was your performance in the first activity compared to in the last one?* Invite them to answer the questions from the *Evaluate Your Progress* section honestly.

Draw attention to the evaluation chart in the *Evaluate Your Achievements* section. Encourage students to assess their work throughout the unit. Have them read

Self-Evaluation

Evaluate Your Collaboration

- With your product group, decide which answers reflect the way you worked together. Then complete sentences 4 and 5.

Product Collaboration Checklist

Team members:

Product:

Date:

- | | | |
|--|-----|----|
| 1. We presented our product on time and we did good work. | Yes | No |
| 2. We paid attention to each other and waited for our turn. | Yes | No |
| 3. We gave each other constructive feedback and helped each other. | Yes | No |
| 4. We did best at | | |
| 5. Next time, we can improve at | | |

Evaluate Your Progress

- Look at the work you have collected in your evidence folder. Add any other work you want to include. Check your progress throughout the unit and answer the questions.

- Did you turn everything in?
- Where did you see an improvement?
- What do you need to work on?

Evaluate Your Achievements

- Read the learning outcomes and evaluate yourself.

3 = Very well 2 = Well 1 = With difficulty

| Learning outcomes | Grade | Reflection |
|---|-------|------------|
| I can review and understand information about human body systems. | | |
| I can propose and answer questions about human body systems. | | |
| I can write notes to describe diagrams. | | |
| I can add diagrams to forms and with the teacher's guidance. | | |

Reflect on each learning outcome and write a comment or suggestion.

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the outcomes and use the scale to grade their learning. Motivate students to reflect on possible improvements.

Suggested Evaluation Instrument: Checklist

Use this activity to assess students' progress with the Rubric below, or a similar one:

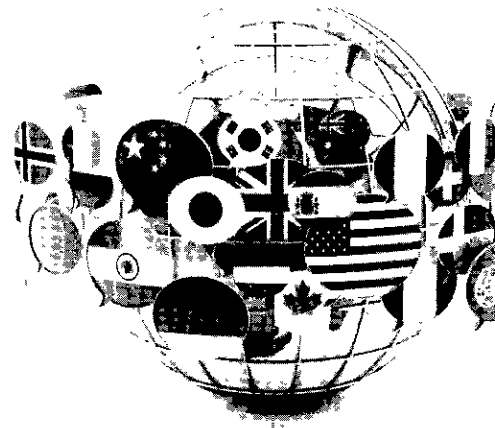
Mark or according to your students' performance:

- Uses vocabulary from the unit appropriately
- Uses passive voice, demonstrative pronouns, and definite and indefinite articles where appropriate
- Uses sequencers to organize his or her speech
- Adjusts language according to purpose and audience
- Can create clearly labeled diagrams of a system
- Speaks clearly and uses appropriate body language
- Works well with group members
- Takes responsibility for his or her own part of project

Assessment

Photocopy *Assessment 9* on pages 192–193. Have students complete the assessments individually. Correct and go through the answers with the class. The *Answer Key* can be found on page 197.

Appreciating Diversity



- 1 Work in groups. Look at the pictures and answer the questions.
 - a. Which languages can you associate with the flags?
 - b. Do all these people speak the same language?
 - c. How many languages are spoken in your country? Can you name some?
 - d. Are there different versions of your language?
- 2 Reflect about your participation.
 - a. How much do you know about different languages?

The social purposes of this unit are

- ▲ to manage information.
- ▲ to present information about linguistic diversity.

To do this, you will

- ▲ select information.
- ▲ read information.
- ▲ rehearse giving a presentation.
- ▲ give a presentation.

All of these activities will build up to the final product.



P Linguistic Diversity Presentation

| Steps | Activities | Evidence Folder |
|-------|---|------------------------------------|
| 1 | Work together to answer a fact file about where you live. | Fact file |
| 2 | Write questions about language learning. | List of questions |
| 3 | Make a list of criteria to use when selecting information for a research. | Selection criteria notes |
| 4 | Conduct a survey about the linguistic diversity and show the results graphically. | Survey results and graphic support |
| 5 | Linguistic Diversity Presentation | Self/Peer Evaluation Rubric |



Unit 10

CLASS 1

Objectives: Identifying general and specific information. Recognizing events that happened at an unspecified time in the past.
Language: *English has been the world language for communication for many years.*

Before you start...

Linguistic diversity is common in all languages. Whenever there is high contact between two language groups, mixing occurs. English has many words borrowed from other languages. This exchange is especially common with American English and Mexican Spanish. Words like *taco*, *rodeo*, *aficionado*, *cilantro*, *pronto*, *patio*, *quesadilla*, and *fiesta* are commonplace in American English. English borrows words from other languages as well: *ballet*, *cafe*, *croissant*, and *genre* are from French; *alcohol*, *candy*, and *magazine* are words from Arabic; *kindergarten* and *delicatessen* come from German.

1 Invite students to work in groups. Have them open the *Activity Book* to page 117. Ask students to look at the pictures or project the Unit 10 images on the *Class CD* and answer the questions.

2 Have students reflect on their answers on activity 1. Ask them to discuss their general knowledge about the different languages they know.

A Have students open the *Activity Book* to page 118. Refer them to page 125 of the *Reader*. Ask them to identify the

Class 1

A Read the first part of the text "Music and Language" on pages 126–130 of your *Reader*.

A Complete the chart with information from your *Reader*.



Types of music

Indonesian languages

Globally popular musicians today

Globally popular musicians of the past

Dead languages

B Work in pairs. Answer the questions related to the text.

1. What kinds of music are popular in your language? How are they different from music in English?
2. What is a world language?
3. Why does music go out of fashion? How is this similar to languages?

A Share your answers with the rest of the class.

C Work in groups. Guess which word from the box appears most in the *Reader*, pages 126–130. Check your answers.

language • song • hear • word
 communicate • English

A Complete the sentences with the correct form of the words above.

1. More than 7,000 languages are spoken around the _____.
2. _____ is the international language of business.
3. _____ by Britney Spears are not so popular today.
4. Some people believe we can use music to _____ emotions.
5. Did you _____ the big band at the music festival?
6. There are 700 local _____ in Indonesia.

Product Step 1

D Form a product group. Work together to answer the fact file, like the chart in activity A, about where you live.

Types of music
 Popular musicians today
 Popular musicians past
 Languages
 Dead languages

A Compare your answers with the rest of the class. Add details and other relevant information. Take notes.

P Keep your notes for other steps.

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title: *Music and Language*. Have them look at the pictures and predict what the text is about. Encourage students to discuss the pre-reading questions in groups. Draw three columns on the board and label them *K*, *W*, and *L*. Invite students to share ideas about what they know and write them in the first column. Then complete the second column with the class. Have students look at the pictures throughout the text for ideas. Ask students to read the text silently. Tell them not to worry about specific words, but to focus on getting a general understanding. Encourage students to use the *Glossary*. Review the predictions on the board. Ask students if they would like to change any of the information. Write the new answers next to the old ones.

Comprehension Check

Ask students to do activity A on page 136 of the *Reader*. Walk around and monitor students' work. Invite volunteers to share answers with the class.

Answers: 1. Page 130, 2. About 7,000, 3. The World Bank, 4. Languages disappear

A Have students return to page 118 of the *Activity Book*. Divide the class into pairs, and have them describe what they can see in

the picture. Have them look at the topics in the chart, and ask them what they can remember from the text. Then ask students to refer to the *Reader* to make notes in the chart.

Answers: *Types of music:* bachata, baroque, big band, bossa nova, blues, ballads; *Indonesian languages:* Bali, Bajan, Bautik, Barapasi, Bahasa Indonesia, Indonesian; *Globally popular musicians today:* Beyoncé, Ariana Grande, Bruno Mars; *Globally popular musicians in the past:* Elvis Presley, Britney Spears; *Dead languages:* Latin, Opatá

B Have students work in the same pairs to discuss the questions. Find out what the most popular type of music is in the class. Have students refer to the *Reader* for questions if necessary.

Answers: 1. *Answers may vary.* 2. A language that is used globally for communication.

3. New singers become popular; older generations die

C Have students work in groups to guess the word. Then have group members refer to the *Reader* to check their predictions.

Answer: language

▲ Have students work in pairs to complete the sentences. Invite them to read aloud the completed sentences to check and compare their answers.

Answers: 1. world, 2. English, 3. songs, 4. communicate, 5. hear, 6. languages

Product Step 1

You can allow students to form their own groups or group them according to their strengths and weaknesses, so they can help weaker students. It is also recommended for students to work with different students from unit to unit. It is important to remind students that they will continue using the materials they produce in each step for the following steps, and that they need to elect a person who is responsible for the group materials.

D Once students have formed their groups, you might set a time limit for the discussion. You might want to refer

students to the type of information they used to complete the chart in the second part of activity A to help stimulate the discussion.

▲ You could organize this activity as a class discussion or put two groups together to share their information. You might want to support weaker students by calling on them to participate. You can invite students to do more research on the languages spoken in their country.

CLASS 2

Objective: Recognizing and discussing experiences and activities that began at an unspecified time in the past and continue to the present

Language: *Have you ever heard these kinds of music?*

Read and Review

Elicit the title of the text from the *Reader* and write it on the board. Ask questions: *What types of music does the text mention? What is a world language?* Ask students to read the first half of the text again silently. When they have finished reading, ask comprehension questions to check understanding.

Page 126: *How many living languages are spoken in the world?*

Page 127: *What is a ballad?*

Page 128: *What languages do most people speak in Indonesia?*

Page 129: *What might some world languages be in the future?*

Page 130: *What language did Ancient Romans speak?*

Present Perfect

We use the present perfect to talk about things that happened in the past at an unspecified time and that may or may not continue in the present. If it is possible for something to happen again in the future, we tend to use the present perfect: *I've visited Jamaica. (It's possible for me to visit again at some point in the future.)* If it isn't possible, we opt for past tense: *My great-grandmother didn't visit Jamaica in her lifetime. (It isn't possible for her to visit in the future because she's no longer living.)* We also use the present perfect to describe things that happened at an unspecified time in the past and have evidence in the present time: A: *You look really pale.* B: *I've been sick (lately).*

A Have students open the *Activity Book* to page 119. Ask students to underline the verbs individually. Check answers as a class.

Answers: 1. have ... heard, 2. hasn't ... been, 3. Have ... heard, 4. have influenced

▲ Read the rule aloud and have students call out the missing word. Tell them to refer to the example sentences.

Answer: have

Ask students about the the sentences: *Do we know when our grandparents heard the songs? Do language and music still influence communication?* Tell them to mark the correct statement.

Answer: Second statement

Observed in Context

Write a few present perfect example questions on the board: *Have you lived in another state? Have you sung in public?* Invite a volunteer to the board to underline the verb phrases. Point to the first sentence and ask students: *What tense is this? (Present perfect).* Elicit a response to the first question from a student (*I have lived in...*). Label the grammar (*have = auxiliary verb + listened = past participle*) and elicit how to form the present perfect from them. Point out that it isn't necessary to use the main verb in short answers. (*Yes, I have.*) Have students find the examples from activity A in context in the *Reader*.

B Direct students' attention to the box and ask a volunteer to read the title aloud. Ask where they have seen a similar type of quiz before (*online, magazines*). Give students time to read and underline the correct words to complete the questions. When they finish, divide the class into pairs and have them ask and answer the questions to find out how international their partner is.

Answers: 1. listened, 2. learned, 3. Have, 4. spoken, 5. used

C Tell students to complete the text about Tonatiuh individually. Invite a volunteer to read the text aloud to check.

Answers: 1. have learned, 2. have listened, 3. have sung, 4. have been, 5. have spoken, 6. have met

A Read the following sentences from your *Reader*, pages 126–130, and underline the verbs

1. Have you ever heard these kinds of music?
2. English hasn't always been the world language.
3. You grandparents have probably heard hip songs.
4. Both language and music have influenced communication.

Read the sentences above and complete the rule
We form the present perfect tense with the auxiliary verb **have** + a past participle.

Think about the previous activities and mark (✓) the true statement.

- We use present perfect when something happened in the past at a specific time.
- We use present perfect when something started in the past at an unspecified time and the results relate to the present.

B Underline the correct options to complete the questions

1. Have you learned / learned to play the guitar?
2. Have you listened / listened to classical music?
3. Have you learned / learned to play the guitar?
4. Have you learned / learned to play the guitar?
5. Have you learned / learned to play the guitar?

How International are you?

1. Have you listen / listened to baroque music?
2. Have you learned / learning another language?
3. Have / Has you sung in English?
4. Have you spoke / spoken Esperanto?
5. Have you use / used sign language?

If you answered "Yes, I have" to three questions or more—congratulations. You are international!

C Use the correct form of the verbs in parentheses to complete the profile

My name is Tonatiuh. I can speak Nahuatl and Spanish. My parents have taught me Nahuatl, and I learn Spanish at school. I listen to a lot of rap music, and in my town, people always sing (sing) in Nahuatl. As a rapper, I appear (appear) on TV in Mexico and in the US, and I speak (speak) about rap on MTV. I even meet (meet) some famous singers and actors!



D Answer the question prompts in the questionnaire and mark (✓) the first column about you

| Have you... | You | Your Partner |
|-----------------------------|-----|--------------|
| learn a language? | | |
| learn a musical instrument? | | |
| write a e-mail? | | |
| read a type of music? | | |

A Work in pairs. Interview your partner and complete the chart. Ask for more information (*what, where, when, why, etc*). Use the *Self-Check* to evaluate your work

| Exchange information | Self-Check |
|--|--------------------------|
| <input type="checkbox"/> I took turns to speak. | <input type="checkbox"/> |
| <input type="checkbox"/> I asked for more information. | <input type="checkbox"/> |
| <input type="checkbox"/> I included relevant details. | <input type="checkbox"/> |

D Ask students to answer the questions individually and mark the first column. Tell them to make notes giving extra details. Have students work in pairs. Tell them to ask and answer the questions in the chart and complete the second column. Monitor the activity and ensure they are asking questions using the correct form of the verb (*present perfect*) and giving additional information.

Ongoing Assessment: Investigation questions
Use this activity to assess students' progress with the rubric below or a similar one:
Mark ✓ or ✗ according to your students' performance.

- formulate questions to guide their search of information
- consolidate strengths in the use of English

▲ Have students work in pairs. Ask them to use their charts to interview each other and ask for more information. Refer students to the *Self-Check* box. Read through the items to evaluate. Clarify any doubts students might have. Invite students to think of ways to improve. Encourage them to share their results.

Game: Three Truths and a Lie

Write three true statements and one false statement about yourself on the board. (*I have climbed a mountain. I have visited twenty countries. I haven't flown in an airplane.*) Ask them to write similar statements about their own experiences in their notebooks. Encourage them to make the statements interesting and realistic enough that identifying the false statement is a challenge. Have them work in groups to play the game. Tell group members to take turns reading their statements while the others guess. Invite students to the front of the room and have the class guess which of their statements is false.

CLASS 3

Objectives: Identifying events that happened at an unspecified time in the past. Giving opinions.

Language: *School hasn't started yet. Have you made a lot of friends?*

Game: Bingo

Instruct students to draw a bingo grid with nine squares in their notebooks. Tell them to write present perfect questions in each square using the words: *Have you ever...?* Elicit possible verbs they may use and write them on the board. Then ask students to take turns asking and answering the questions. Tell students to mark the square if the answer is yes. Tell them that the first person who forms a horizontal, vertical, or diagonal line should shout *Bingo!*

A Have students open the *Activity Book* to page 120. Tell the class to look at the pictures. Invite students to say what they know about the countries. Ask what languages people speak in each country and write them on the board.

Answers: Answers may vary.

Class 3

A Work in pairs. Look at the pictures and discuss what languages people speak in the countries in the pictures.



A Listen to a videocall between some friends and check your answers.

B Listen to the conversation again and mark (✓) the sentences T (true) or F (false).

1. Elena goes to go to school in China.
2. People study English in Singapore.
3. Singlish is a mixture of languages.
4. Elena always understands Singlish?
5. Elena has studied Chinese.

C Work in pairs. Answer the questions about the conversation in activity A.

1. Does Elena like Singapore?
2. Have Elena and Lizzie chatted recently?
3. Has Elena made a lot of friends?
4. Does Singlish confuse Elena?
5. Has Elena understood the pronunciation?

D Listen to the words and circle the weak vowel sound. Compare your answers in pairs.

1. believe
2. local
3. everyone

E Read the words below and underline the weak vowel sounds. Then listen and check.

1. amazing
3. people
5. supermarket
2. understand
4. impossible
6. middle

F Work in groups. Divide into two teams, A and B. Use the information on the cards to prepare a mini-debate. Write notes to defend your proposal.

Team A Card

Proposal: We should learn Chinese, not English as a foreign language.

Reasons

- Chinese/more speakers
- China's strong economy, science, culture

Team B Card

Proposal: Everyone should learn English.

Reasons

- World language/lingua franca
- Relatively easy to learn

A Use the *Speaking Rubric* on page 8 to evaluate your participation. Then reflect on how you can improve.

My score

A Tell the students that they are going to listen to a conversation between two friends. Play **Track 39**. Ask students to confirm whether their ideas about language were correct. Ask the class which country Elena is in. Write *Singapore* on the board. Ask students to say which continent it is on (*Asia*). Point out Singapore on a map.

Answer: They speak Chinese in China and Singlish in Singapore.

Track 39 (See page 205.)

B Ask for volunteers to read the statements aloud and say if they are true or false. Ask the class to confirm. Play the track again to have students check their answers.

Answers: F, T, T, F, T

C Tell students they need to write short answers to the questions. Elicit what auxiliary verbs to use in short answers in the present simple (*do*) and present perfect (*have*). Have students complete the activity individually. Play the track again if necessary.

Answers: 1. Yes, she does. 2. No, they haven't. 3. Yes, she has. 4. Yes, it does. 5. No, she hasn't.

D Have students read the words aloud. Explain that a weak vowel sound (*known as the schwa*) is an unstressed vowel sound. Write *system*, *circus*, *sofa* on the board. Repeat the words to help students identify the schwa. Play **6** *Track 40* and have students mark the schwa in the words. Have students compare answers in pairs. Write the words on the board and elicit answers from students.

Answers: believe, local, everyone
Track 40 (See page 205.)

E Have students work in pairs to read the words aloud and identify the schwa sound. Play **6** *Track 41* and have students check. Repeat the words aloud and have students repeat. Elicit answers from the class.

Answers: 1. amazing, 2. understand,
3. peole, 4. impossible, 5. supermarket,
6. die

Track 41 (See page 205.)

F This activity may be done as pairs or groups debating with other groups. What is important is that each team prepare their arguments for their proposal and against their partners'. You might want to remind students that debates in real life are quite formal events and that they should use polite language (*I see your point but...*, *In my view...*, etc.). After each debate, you can have the class vote on the team that presented the best arguments.

▲ Students can evaluate their participation in the debate using the *Speaking Rubric* on page 8. Go over the rubric first with the class to help them adapt it to the debate. You can group students afterwards by language proficiency to share their scores and discuss ways to improve.

Game: Experiences Volleyball

Divide the class into several teams. Give one team a ball and name an experience: travel to Cancun. Tell students they have to respond by making a sentence describing their experience (*I haven't*

traveled to Cancun). Tell the student who makes a sentence to name another activity (play guitar) and pass the ball to another team. Continue with different teams.

CLASS 4

Objectives: Identifying elements of an informative text.
Recognizing specific and general information. Agreeing and disagreeing.
Language: *She checks the definitions in the glossary.*

Think and Tell

Review the text from the *Reader*. Elicit the examples of language and music varieties from the first half of the *Reader* and write them on the board. Ask students what they remember about music and language and how they are connected.


Class 4

A Read the second part of the text "Music and Language" on pages 131–135 of your *Reader*.

▲ Complete the facts and details chart with information from your *Reader*.

| | Example | Details |
|---------------------|-----------------------------|---------|
| Sign Language | Mexican Sign Language (LSM) | |
| Artificial Language | | |

B Work in pairs. Discuss what languages or types of music the pictures remind you of.



C Match the sentences with the words from the box.

a. contents page • b. introduction
c. glossary • d. bibliography

- Susana needs to understand some main concepts, so she checks the definitions in the ____.
- Manana is only interested in one specific topic. She can find it quickly in the ____.
- Enrique would like to read the original article. He can find a specific article, book, or web page in the ____.
- Bruno wants to know what the article is about, so he reads the ____.

D Work in groups. Discuss what mental images the following words produce.

- hard rock
- rap
- Japanese
- Spanish

▲ Work in pairs. Find examples of the text elements above in your *Reader*, pages 125–136.

D Work in groups. Look at the chapters from the *Reader*, pages 125–135 again. List the ways in which language and music are similar in relation to linguistic diversity.

▲ Work as a class. Decide if you agree or disagree with the text. Give reasons to support your position.

Have students open the *Reader* to page 131. Have them read the text silently. Give them time to finish page 135. Tell them not to worry about specific words, but to focus on getting general understanding. Ask comprehension questions for each page of the text.

Page 131: *How can deaf people appreciate music?*

Page 132: *What do people say about the French language?*

Page 133: *What language did a Polish doctor invent?*

Page 134: *What do learning a new instrument and learning a language have in common?*

Page 135: *What is the opposite of a dead language? Of a local language?*

Comprehension Check

Divide the class into reading groups. Ask students to do activities B and C on page 136 of the *Reader*. Invite them to read aloud the statements and answers to check.

Answers: B 1. hundred thousand, 2. mental, 3. world, 4. makes; C 1. *Answers may vary.* 2. *Answers may vary.* 3. *Answers may vary.*

A Ask students to open the *Activity Book* to page 121. Focus their attention on the chart. Ask: *What do sign languages and spoken languages have in common? (They both communicate messages.)* Have students refer to the *Reader* to add details to the chart. Draw the diagram on the board. Invite volunteers to the front to write their answers.

Answers: *Mexican Sign Language; 100,000 native signers, official language since 2005. Esperanto; invented by a Polish doctor, 130 years old.*

B Divide the class into pairs. Have them look at the pictures and encourage volunteers to describe them. Ask them what languages or types of music the pictures remind them of. Refer students to page 132 of the *Reader* for mental images to help them. Have them compare their answers.

Answers: *Answers may vary.*

A Have students continue working in pairs to describe the mental images they have regarding the words. Invite students to share their ideas with the class.

Answers: *Answers may vary.*

C Have students complete the activity individually and then check answers in pairs.

Answers: 1. glossary, 2. contents page, 3. bibliography, 4. introduction

A Have students work in pairs. Tell them to look for examples of the text elements in the *Reader*. Turn the activity into a race: tell students to shout out the corresponding page number from the *Reader* when they find one of the elements.

D Divide the class into pairs. Have students go through the *Reader* to find ways in which language and music are similar. Draw attention to the chapter titles to help students create their lists.

Answers: *Answers may vary, but can include reference to the global reach of music and language, the fact they are both difficult to learn, and they are both used to express emotions.*

A Have students share their ideas with the class. Tell them to support their ideas by making reference to examples in the *Reader*. Have the class come to an agreement about how language and music are similar in relation to communication.

Ongoing Assessment: Criteria to Select Information

Use this activity to assess students' progress with the rubric below or a similar one:

Mark or according to your students' performance.

evaluate the function of text components

create proposals to promote agreements

locate information that helps responding questions

Make a Crossword

Write *bibliography* in large letters vertically on the board. Have students say the word. Write the word *glossary* horizontally crossing with the letter 'o' to make a puzzle. Have students draw the same in their notebooks. Have them work in pairs to create a crossword using other words from the *Reader*. Invite volunteers to the front to add words to the crossword on the board. Encourage students to read the words aloud.

CLASS 5

Objective: Recognizing and expressing present events and situations in relation to past time
Language: *People have created music since historic times.*

Games: Hot Potato

Have the students stand in a circle. Tell them that you will throw a student the ball and say a word from the unit (*listen, meet, hear*) and they must use the word in a sentence or question as quickly as possible. (*I've never met Ariana Grande.*) Tell them that the object of the game is to have the ball for as little time as possible. Set a timer for ten seconds. Once a student makes a correct sentence, they throw the ball to the next person and say a word. Continue until everyone has had a chance to say a sentence.

A Have students open the *Activity Book* to page 122. Tell students to identify the time expressions and underline or circle the words they occur with. Have students compare answers with a partner. Ask students to share answers with the class and write them on the board.

Answers: 1. since prehistoric times, 2. for centuries, 3. for many years, 4. since 2005

A Have students complete the rules in pairs. Write on the board: *We've studied the present perfect for...* Elicit the correct response from the class (*one hour, for example*). Do the same using *since*.

Answers: 1. for, 2. since

Present Perfect with *for* and *since*

We use *for* and *since* with the present perfect to talk about the duration of things that began in the past and persist in the present. We use *for* to describe a period of time. (*I've been sick for a week. Lola has worked at the store for six months.*) We use *since* to signal a point in time. (*I've been sick since last Tuesday. We've lived in this house since 2010.*)

Class 5

A Look at the sentences from your *Reader*, pages 125–135. Underline the time expressions with *for* and circle the time expressions with *since*.

1. People have created music since prehistoric times.
2. People have used a language called Indonesian for centuries.
3. English has been the world language for international communication for many years.
4. Mexican Sign Language has been an official language since 2005.

A Read the sentences again and complete the statements with *for* or *since*.

1. We use present perfect with _____ to express the **period** that an action has been in progress.
2. We use present perfect with _____ to express the **moment** that an action started.

B Underline the correct options.

- Music and Language in My Life**
- I have studied English for since five years, but my best friend has taken English classes for since six. I have not used translation apps for since last year.
 - My parents have spoken German for since many years, but I can't even say "good morning!"
 - I also use music. My uncle is teaching me how to play the bass guitar. He has written music for since a long time. I have been in a band for since last year.

A Compare your answers with a partner.

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Product Step 2

C Work with a product partner. Use the prompts in parentheses to complete questions about learning English.

1. (read books in English)
How many _____?
2. (visited English speaking country)
Have _____?
3. (studied English)
How long _____?
4. (used a computer)
How long _____?
5. (had a dictionary)
How long _____?
6. (met English speakers)
Have _____?

D In your product groups, ask and answer your questions. Use the time expressions in activity B as a model for some answers. Write down the most common answers.

A Use the *Self-Check* to evaluate your performance. Reflect on ways to improve.

- Self-Check** Yes
- I asked and responded to questions.
 - I made comments.
 - I clarified and confirmed information.

P Keep your notes for other steps.

B Have students complete the activity individually and compare answers in pairs. Elicit answers from the class and write them on the board.

Answers: 1. for, 2. since, 3. since, 4. for, 5. for, 6. since

Product Step 2

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous steps to class as they use them in this one. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

C You might let students ask you the first question as a model (*Have you read any books in English this year? How many books have you read in English this year?*). You may let students ask for more information about your answer. While students write the questions, you can walk around the class to check they are using the present perfect correctly.

Answers: Answers may vary.

D Students work in pairs to discuss their own experiences learning English or another language. You might want to refer the students to the time expressions in activities A and B to help guide their questions. You can elicit the first question from the class as a model: *How many books have you read in English?* It is important for students to know that they will later use the answers to their questions in another activity, so it is important that they keep a note of their group's answers. You might want to remind the class to confirm or clarify understanding of the experiences presented. (*Do you mean that...? So you're saying that...?*)

▲ You might want to go over the items in the *Self-Check* box with the class and clarify any doubts students might have. Students can work together to think of ways to improve

Ongoing Assessment: Notes with information that responds to research questions

Use this activity to assess students' progress with the rubric below or a similar one:

Mark ✓ or ✗ according to your students' performance.

- ___ formulate questions to guide their search of information
- ___ define criteria to select sources of information
- ___ confirm or clarify ideas

CLASS 6 Personalize It!

Objective: Exchanging ideas about motivations for language learning

Language: *Motivation describes your reasons for doing something.*

Game: Connect Four

Draw a grid with sixteen squares on the board. Write vocabulary words from the unit in the squares. Divide the class into two teams. Explain that teams will take

turns choosing a square and making a sentence using the word. For each correct sentence, the team wins the square. The first team to get four in a row wins.

A Have students open the *Activity Book* to page 123. Read aloud the questions and have the students work in pairs to answer them. Invite volunteers to share responses with the class.

B Tell students they are going to read about motivation. Have students read the text silently. Elicit examples of internal and external motivators mentioned in the text, and write them on the board. Invite volunteers to read aloud the sentences for the class. Then have students complete the activity individually. Ask students to compare answers in pairs. Encourage students to share and explain their answers.

Answers: 1. I, 2. E, 3. I, 4. I, 5. E

▲ Read the question aloud. Elicit responses from the class. Encourage students to explain how both types of motivation can be helpful. Encourage them to show you where the answer is in the article.

Answer: Both are useful.

Personalize It!

Class 6

A Work in pairs. Discuss the questions

1. Do you like listening to people speak or sing in foreign languages? Why or why not?
2. Do you practice English outside of class?
3. Does someone motivate you to study English? How?

B Read the article and write *I* (internal) or *E* (external) for these motivations to learn English

Julia has never used English outside school, but she needs a passing grade. Sandra hasn't seen her English-speaking cousins in the US for years. Now she wants to have a video chat with them. Boris wants to go to university. He knows he will need English. Paola's father speaks English. He checks her homework twice a week.

Answer according to the article.
What kind of motivation is the best for learning or doing something?

Product Step 3

C Work in your product group. Use your notes from the other steps and the descriptions in activity B to help you discuss the questions.

1. What are your reasons for studying English? Are they internal or external?
2. What could you do to increase internal motivation for learning English?

▲ Investigate the topic and share the information with your group.

▲ Analyze your group's sources and share how you chose them. Make notes about your selection criteria.

D Keep your selection criteria notes for other steps.


Motivation

Motivation describes your reasons for doing something. Internal motivation is when you want to do something, like get a higher score in a video game. Or if you love a particular school subject, you are internally motivated to do your best.

External motivation is when other people or other factors motivate you to do something. For example, you don't like a school subject, and you get grounded if you get low grades. In this case, the punishment is external motivation.

What is more effective, internal or external motivation? In the past, many psychologists believed that you could only learn or do something well if you really wanted it. Nowadays, scientists find that people often need a mixture of internal and external motivation.

In other words, maybe you started studying English because the school wanted you to, but if you find reasons to like learning English, you will learn faster and better.



Unit 1 123

Product Step 3

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous step or steps to class as they use them in this step. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

C You might want to make sure that students have their notes from the other steps. If they don't, you can suggest mixing up students from different groups. If students are having trouble understanding the difference between internal and external motivation, you might elicit some examples of things they do for pleasure (watch TV) and why and things they have more of an obligation to do (do homework). You can also refer students to the sentences in activity B as a model for how to formulate their answers to the questions. Once students have answered the questions, you might want to divide the board into two columns with the headings *Reasons* and *Ideas*. Students can work together and come up to the front of the class and write information under the headings. Then the class can identify the top three motivators and the top three suggestions for increasing internal motivation.

▲ It's important students think about where they can research more about the topic of internal motivation and for them write a list of possible sources to follow up.

▲ You might want to elicit a list of criteria to use when looking for sources and turn it into a do's and don'ts table to hang in the classroom.

CLASS 7


Objective: Using survey information to support opinions

Language: *I believe that Chinese will become more important than English in the future. I believe... I see your point, but...*

Game: Music Anagrams

Divide the class into teams. Write on the board an anagram of a type of music, a famous singer, or a band. Have teams call out the answers. The first team to get the correct answer wins.

A Have students open the *Activity Book* to page 124. Ask students to skim the survey quickly and tell you what it is about. Divide the class into pairs to decide what *lingua franca* is similar to. **Answer:** world language

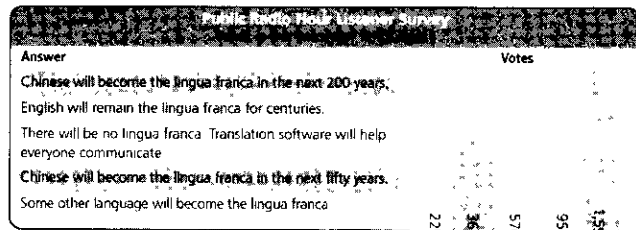
▲ Tell students they are going to listen to a radio interview about language. Ask them to listen to get general understanding and check their answer to activity A. Play  *Track 42* for students to check answers.


Track 42 (See page 205.)

Class 7

A Work in pairs. Look at the survey results and mark (✓) what the concept of *lingua franca* is similar to

local language world language



A Listen  to the radio interview and check your answer.

B Listen again and complete Dr. Jacobs's notes.

1. Future: Chinese will become _____ than English.
2. English world's _____ for most of 20th and 21st centuries.
3. English influence has grown thanks to globalization and _____.
4. Soon the _____ economy will be the largest in the world.
5. Now is a good time to _____ Chinese.

C Match the expressions from the interview to their functions.

1. Do you mean that...?
2. Don't you think...? / Wouldn't you agree?
3. I see your point, but _____ asking for opinion
_____ asking for clarification
_____ gently disagreeing

D Read the *Speaking Checklist* about presenting ideas.

Speaking Checklist:


Present Ideas

- ✓ Confirm or clarify opinions
- ✓ Use facial expressions and body language to convey your ideas
- ✓ Monitor the volume, rhythm, and clarity of your participation

A Work in groups. Look at the survey again and discuss the questions about linguistic diversity.

1. Do you think information like this is valuable? Do you think it is interesting?
2. Which option would you vote for? Why?

A Evaluate your performance using the *Speaking Rubric* on page 8 and the *Speaking Checklist*.

B See if students can complete the notes without listening again. Then play  *Track 42* again, if necessary.

Answers: 1. more important, 2. lingua franca, 3. the Internet, 4. Chinese, 5. learn

C Read aloud the functions to the class. Tell students we use certain phrases to communicate these ideas. Focus their attention on the phrases. Have students work in pairs to match the phrases to the functions. If necessary, play the track again and have students check their answers. Encourage students to repeat the whole sentences from the audio and draw attention to the context.

Answers: (from top to bottom) 2, 1, 3

D Have students read the items in the *Speaking Checklist* and clarify any doubts.

▲ Have students think about the questions and prepare their ideas for the discussion. Then have students get into groups and discuss the questions and share their ideas. Encourage them to use the language for introducing opinions, agreeing, disagreeing, and asking for clarification in activity C.

▲ Go over the *Speaking Rubric* on page 8 and help students adapt it to their discussions. Invite students from the same groups to evaluate each other as well and give each other constructive recommendations.

CLASS 8

Objective: Writing and conducting a survey

Language: *I think taking classes is the best way to learn English.*

Game: Hangman

Choose a language and a country and make a sentence or phrase related to language learning: *Learn French in Paris.* Draw a hangman on the board and a space for each letter in the phrase. Tell

students the topic: *countries and languages or music.* Invite students to guess letters. Draw a body part each time the students guess a letter incorrectly. Continue until students guess the phrase. Invite pairs to come up with a new phrases and continue playing.

A Have students open the *Activity Book* to page 125. Focus students' attention on the blog. Ask a volunteer to read aloud the questions at the top. Have students make predictions about what the comments say about learning English. Make notes on the board.

▲ Have students read the comments and answer the questions. Check answers with the class and ask students to justify them using the text.

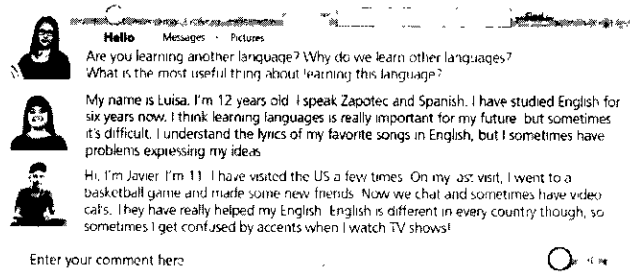
Answers: 1. She speaks three languages. 2. To expressing ideas. 3. He is 11 years old. 4. Chats and video calls with English-speaking friends.

▲ Write the headings *Pros* and *Cons* on the board. Invite students to find them in the text and come up and write them on the board. Then have students add more to the lists.

▲ Organize a class discussion with the pros and cons and answer the questions.

Class 8

A Work in pairs. Look at the blog and identify the discussion question.



Hello Messages Pictures

Are you learning another language? Why do we learn other languages? What is the most useful thing about learning this language?

My name is Luisa. I'm 12 years old. I speak Zapotec and Spanish. I have studied English for six years now. I think learning languages is really important for my future but sometimes it's difficult. I understand the lyrics of my favorite songs in English, but I sometimes have problems expressing my ideas.

Hi, I'm Javier. I'm 11. I have visited the US a few times. On my last visit, I went to a basketball game and made some new friends. Now we chat and sometimes have video calls. They have really helped my English. English is different in every country though, so sometimes I get confused by accents when I watch TV shows!

Enter your comment here

B Read the blog and answer the questions.

- How many languages does Luisa speak?
- What is difficult for her?
- How old is Javier?
- What has been helpful for him?

C Conduct a quick survey in your class to see who agrees with you. Represent your results with a graph or chart. Use the graph on page 124 as a model.

D Write a report on your survey to present to the class. Use the *Writing Checklist* to help you.

Writing Checklist

Survey Report

- ✓ Introduction that states purpose of survey.
- ✓ Presentation and interpretation of results
- ✓ Uses visual elements to show results graphically
- ✓ A memorable conclusion


E Evaluate your performance using the *Writing Rubric* on page 8.

F Prepare and rehearse an oral presentation with your survey results.

P Keep your survey report for your oral presentation in Step 5.

Product Step 4

- In your product group, use your notes from the other steps. Decide on three ways language diversity will change in Mexico in the next fifty years.

 Learn about pie charts at www.mathsfun.com

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Product Step 4

Students will continue work on the *Unit Product* in this class, so they should work with the same product group students. It's important that students bring the materials from the previous steps to class as they use them in this one. You might want to check with each group to make sure all students are participating or to help facilitate group collaboration.

B You could start the brainstorming session by asking students to compare the language diversity now to the way it was fifty years ago: *How was it different? How was it the same?* While students are brainstorming in their groups, you can walk around and ask individual students to clarify their ideas.

C You might want to create a sample questionnaire on the board to help students prepare their questions for the survey. It is important students know that a survey must have closed answers if they later want to be able to analyze and present their results in a graph. It is also important to allow time for students to interview other groups, collate their information, and represent their results in a graph. You might want to go over the graph on page 124 as a way to present students' survey results or you can suggest they look for any other type of graph.

D Students can read the *Writing Tips* aloud to clarify any doubts. It is important to make sure each student writes his or her own report, including each point in the *Writing Tips* box. They can complete the graph for homework if necessary. You might suggest they research more information to complete their reports or to create their graphs.

A Go over the *Writing Rubric* on page 8 and help students adapt it to the survey report. Students can evaluate their group members reports, as well.

E It is important that students know that they will use their report to participate in the oral presentation in the following class. You might have them write notes to use in the presentation so that they can express themselves more freely. You may suggest to

Linguistic Diversity Presentation

Product Step 6

A Present your linguistic diversity survey report to the class.

B Use this evaluation rubric to grade your presentation and that of another group

Self/Peer Evaluation Form

Write your names in the table. Evaluate your oral presentation with Yes, *Some/Sometimes*, or No.

| Category | Inadequate (4-5 points) | Reasonable (6-8 points) | Excellent (9-10 points) |
|------------------------------|---|---|--|
| Use of language | Doesn't use a variety of vocabulary. Can't use the grammar of the unit correctly. | Uses some variety of vocabulary. Uses the grammar of the unit, but makes many mistakes. | Uses a variety of vocabulary. Uses grammar with minor mistakes. |
| Clarity | Can't speak in complete sentences. Hesitates a lot. Doesn't link new ideas. | Can speak in complete sentences with some hesitation. Sometimes connects their ideas. | Uses complete sentences and connects almost all the ideas. Connects sentences and ideas. |
| Pronunciation | Speech is difficult to understand most of the time. | Speech is sometimes difficult to understand. | Speech is very understandable. |
| Contribution to the dialogue | Acts as no participant. Only speaks if of necessity and doesn't expand ideas. | Participates in the presentation with some hesitation. | Leads the presentation. Participates confidently. |
| My Group | | | |
| Another Group | | | |

A Work with a partner. Write a short review of the other group's performance.

A Compare your assessment of your presentation with your peer's group review of your presentation.

1. What differences are there?
2. What did you do well?
3. What do you need to improve?

students that they organize the presentation so that each one presents different results from the survey.

Ongoing Assessment: Graphic Support for Survey Results

Use this activity to assess students' progress with the rubric below or a similar one:

Mark or according to your students' performance.

- evaluate the relationship between ideas and graphics
- interpret data to express opinions

CLASS 9

Objective: Describing events and activities that happened at an unspecified time in the past

Language: *Have you been to the US? How long have you known your best friend?*

Product Step 6

The students will finalize work on the *Unit Product* in this class. It's important that students be prepared to present their products

and that they bring all of the materials they require. You might want to create a schedule beforehand for presentations, so each group is prepared.

A You could schedule the presentations over a few days so the class can appreciate and evaluate the other group presentations. You might want to remind students that they can only use notes for their presentation and show graphs to present the results of their survey.

B You could go through the *Self/Peer Evaluation Rubric* with the class before they start their presentations. Students can use it to evaluate their work during the product and another group's.

▲ The review can be written in pairs or as a group. You might want to explain to the class that they should write positive comments as well as recommendations.

▲ Groups will share their reports and discuss the questions. You can organize a class feedback session to conclude the product. You might want to remind students to keep the review of their performance in their *Evidence Folder*.

**Suggested Evaluation Instrument:
Descriptive Valuation Scale**

Use the *Descriptive Valuation Scale* on page 160, or a similar one, to assess students' presentation.

For further information, go to *Marking Criteria*, page 198.

CLASS 10 Review

Objective: Identifying and describing events and situations that began at an unspecified time in the past

Language: *I have been here for a week. I have lived in this town for ten years.*

Game: Only I Have...

Have students think of something they have done that they think no one else in



A Read John and Jenny's conversation and complete it with the correct form of the verbs in the box

be • know • live • not see • study

John: Hi, Jenny. You are new in our school, right? I'm John.
Jenny: Hi, Yes! I'm _____ here for a week.
John: Where did you live before?
Jenny: Oh, I _____ in this town for ten years, but _____ was in a different school, Linden Middle School.
John: Then maybe you know Sue Miller.
Jenny: Yes, I _____ her since third grade! How do you know her?
John: She's my neighbor. We _____ Spanish together.
Jenny: I _____ Sue for a long time. We should get together soon, the three of us!

B Make sentences about language and music using the prompts and *for* or *since*.

1. (English/be/world language/decades)
2. (folk musicians/sitellstone/middle ages)
3. (people/communicate/feel pronounced of last century)

C Check your answers and complete the *Review Questionnaire*.

Answers: 1. I have been here for a week. I have lived in this town for ten years, but I was in a different school, Linden Middle School. 2. I have known Sue Miller since third grade. 3. I have known Sue Miller since third grade. 4. We study Spanish together. 5. I have known Sue Miller since third grade.

Review Questionnaire

A Check your answers as a class. Reflect on your performance and answer.

1. I got all the answers correct.
Yes _____ More or less _____ No _____
2. I could easily complete all the activities.
Yes _____ More or less _____ No _____
3. I need to work on _____

their class has. Tell them to stand up and ask each other questions about their activity (*Have you ever...?*). Tell them they must walk around and ask as many classmates as possible. Explain that the object of the game is to find one thing they have done that no one else has. After a few minutes, have students who have done something different than the rest report back to the class: *Only I have...*

A Have students open the *Activity Book* to page 127. Have them complete the activity individually and then practice the dialogue in pairs. Refer students to the *Grammar Reference* on page 138 of the *Activity Book* if necessary. Invite pairs to read the dialogue out loud.

B Elicit from students when to use *for* or *since* in sentences. (We use them with the present perfect to talk about the duration of things that began in the past and persist in the present.) Invite them to read them out loud to see if they notice any mistakes.

C Have students use the answer key on the page to check their answer and get their score. Then, invite them to reflect on their performance while answering the *Review*. Ask: *What did you learn about language learning and music around the world?*

Which activity was the most interesting? What did you enjoy the most? Have them answer the *Review Questionnaire* at the bottom of the page.

Self-Evaluation

Ask students to turn to page 128. Explain that they are going to evaluate their performance throughout the unit in three different aspects: their collaboration to their product team, their progress, and what they learned.

Individually have students take out their *Evidence Folder* and look at their works. Ask them guide questions: *Can you see a progression? How was your performance in the first activity compared to the last one?* Invite them to answer the questions from the *Evaluate Your Progress* section honestly.

Draw attention to the evaluation chart at the bottom of the page. Encourage students to assess their work throughout the unit. Have them read the outcomes and use the scale to grade their learning. Motivate students to reflect on possible improvements.

Assessment

Photocopy *Assessment 10* on pages 194–195. Have students complete the assessments individually. Correct and review the answers with the class. The *Answer Key* can be found on page 197.

Self-Evaluation

Evaluate Your Collaboration

▲ With your product group, grade your performance to reflect the way you worked together.

Product Collaboration Checklist

4 = very good — 1 = very poor

1. We were organized and began our work quickly. ___
2. We were able to work without a lot of help from the teacher. ___
3. We gave each other constructive feedback. ___
4. Every member had the necessary material to complete the project. ___
5. We worked in harmony and we were respectful with each other. ___

Evaluate Your Progress

▲ Look at the work you have collected in your *Evidence Folder*. Add any other work you want to include. Check your progress throughout the unit and complete the sentences.

1. Throughout the unit, I collected ___ out of five activities for the *Evidence Folder*.
2. Looking at my evidence, I can see that I _____.
3. I learned I'm good at _____.
4. I learned I have to work harder on _____.

Evaluate Your Achievements

▲ Read the learning outcomes and evaluate yourself

3 = Very well 2 = Well 1 = With difficulty

| Learning outcomes | Grade | Reflection |
|---------------------------------------|-------|------------|
| I can select information. | | |
| I can read information. | | |
| I can rehearse giving a presentation. | | |
| I can give a presentation. | | |

▲ Reflect on each learning outcome and write a comment or suggestion.

| Category | Inadequate (4–5 points) | Reasonable (6–8 points) | Excellent (9–10 points) |
|------------------------|--|--|--|
| Grammar and Vocabulary | Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. | Uses simple structures correctly, but still systematically makes basic mistakes. | Reasonably and accurately uses a repertoire of structures and vocabulary. |
| Discourse Management | Needs help using strategic language to elicit opinions, respond to others, and defend point of view to link his/her discourse. | Can use strategic language to elicit opinions, respond to others, and defend point of view with some hesitation. | Can use strategic language to elicit opinions, respond to others, and defend point of view easily to link his/her speech into clear, coherent discourse. |
| Pronunciation | Speech is difficult to understand most of the time. | Speech is slightly difficult to understand. | Speech is clear and easy to understand. |

| Base Form | Past Simple | Past Participle | Base Form | Past Simple | Past Participle |
|-----------|-------------|-----------------|-------------|-------------|-----------------|
| be | was/were | been | know | knew | known |
| become | became | become | leave | left | left |
| begin | began | begun | lose | lost | lost |
| break | broke | broken | make | made | made |
| bring | brought | brought | meet | met | met |
| build | built | built | pay | paid | paid |
| buy | bought | bought | put | put | put |
| catch | caught | caught | read /ri:d/ | read /rɛd/ | read /rɛd/ |
| choose | chose | chosen | ride | rode | ridden |
| come | came | come | run | ran | run |
| cost | cost | cost | say | said | said |
| do | did | done | see | saw | seen |
| drink | drank | drunk | sell | sold | sold |
| drive | drove | driven | send | sent | sent |
| eat | ate | eaten | sing | sang | sung |
| fall | fell | fallen | sit | sat | sat |
| feel | felt | felt | sleep | slept | slept |
| fight | fought | fought | speak | spoke | spoken |
| find | found | found | spend | spent | spent |
| fly | flew | flown | steal | stole | stolen |
| forget | forgot | forgotten | swim | swam | swum |
| get | got | gotten | take | took | taken |
| give | gave | given | tell | told | told |
| go | went | gone/been | think | thought | thought |
| grow | grew | grown | throw | threw | thrown |
| have | had | had | understand | understood | understood |
| hear | heard | heard | wake | woke | woken |
| hit | hit | hit | wear | wore | worn |
| keep | kept | kept | win | won | won |
| | | | write | wrote | written |

Phonemic Chart



Short Vowels

| | | |
|-----|------|----------|
| /æ/ | at | accident |
| /e/ | egg | every |
| /ɪ/ | in | did |
| /ɒ/ | odd | off |
| /ʊ/ | put | book |
| /ʌ/ | us | sun |
| /i/ | very | baby |
| /ə/ | ago | balloon |

Long Vowels

| | | |
|------|-----|-------|
| /ɑ:/ | arm | car |
| /i:/ | eat | me |
| /ɜ:/ | sir | her |
| /ɔ:/ | or | horse |
| /u:/ | you | blue |

Diphthongs

| | | |
|-------|--------|-------|
| /eɪ/ | day | age |
| /aɪ/ | I | by |
| /ɔɪ/ | boy | toy |
| /ɔ:/ | open | flow |
| /oo/ | low | show |
| /au/ | about | house |
| /ɪə/ | ear | year |
| /eə/ | repair | hair |
| /ʊə/ | cure | pure |
| /aɪə/ | fire | hire |
| /aʊə/ | our | flour |

Consonant Sounds

| | |
|------|----------|
| /b/ | bad |
| /d/ | day |
| /dʒ/ | just |
| /f/ | fine |
| /g/ | go |
| /h/ | happy |
| /j/ | yes |
| /k/ | cat |
| /l/ | leg |
| /m/ | me |
| /n/ | not |
| /ŋ/ | ring |
| /p/ | pet |
| /t/ | better |
| /r/ | read |
| /s/ | sit |
| /ʃ/ | she |
| /t/ | ten |
| /tʃ/ | chip |
| /v/ | view |
| /w/ | we |
| /z/ | zoo |
| /ʒ/ | pleasure |
| /ð/ | this |
| /θ/ | thin |

Unit 1

Present Simple Verb to be

Use

- We use the verb **to be** in the present simple tense to give information about people or things.

Affirmative and Negative

| | | |
|-------------------|--|--------------------|
| I | am (I'm) am not (I'm not) | a sewer inspector. |
| He She It | is (He's/She's/It's) is not (isn't) | |
| We You They | are (We're/You're/ They're) are not (aren't) | sewer inspectors |

Questions

*What's your name? How old **are** you?
Where **are** you from? When **are** you available?*

Short Answers

| | |
|---------------------------|--|
| Are you a taxi driver? | Yes, I am. No, I am (I'm) not. |
| Is he a sewage inspector? | Yes, he is. No, he is not (isn't). |
| Are they pilots? | Yes, they are. No, they are not (aren't). |

Present Simple

Use

- We use the present simple tense to describe something that is a regular, habitual activity.
Sandhogs work with big machines.

Form

- The form only changes in the third person singular.

Affirmative and Negative

| | |
|-----------------|---|
| I | work with big machines. don't work with big machines. |
| We | |
| You They | |
| He She It | works with big machines. doesn't work with big machines. |

Questions

| | | | |
|-------|------|---------------|-------|
| Where | do | I/we/you/they | work? |
| | does | he/she/it | |

Short Answers

| | |
|------------------|---|
| Do you work? | Yes, I do. No, I do not (don't). |
| Does Julie work? | Yes, she does. No, she does not (doesn't). |

Present Continuous

Use

- We use the present continuous tense to describe actions that are in progress now or around now.
*This week, pilots **are learning** how to use new flight equipment.*

Form

- We form the present continuous tense with the auxiliary **am/is/are** + the present participle.

Affirmative and Negative

| | | |
|-------------------|--|---------------|
| I | am (am not /I'm not) | volunteering. |
| He She It | is (He's/She's/It's) is not (isn't) | |
| We You They | are (We're/ You're/ They're) are not (aren't) | |

Grammar Reference

Questions

| | | | |
|-----|-----|-------------|----------|
| Who | am | I | helping? |
| | is | he/she/it | |
| | are | we/you/they | |

Short Answers

| | |
|-------------------------------|---------------------------------------|
| Are you taking out the trash? | Yes, I am. No, I am (I'm) not. |
| Is he rescuing the fishermen? | Yes, he is. No, he is not (isn't). |

Modal Verbs: Requests and Permission

- We can use the modal auxiliary verbs **can** and **may** to make a request or ask for permission.

Use

- We use **can** to make offers and requests.
Can I ask you some questions, please?
Can I help you?
- We use **may** to request permission.
May I come this Saturday?
May I go to the bathroom?

Unit 2

Adjective Order

Use

- We can use more than one adjective to describe nouns. There are different types of adjectives and they have to follow a specific order.

| |
|--|
| opinion: beautiful, ugly |
| size: big, small |
| age: young, old |
| shape: round, square |
| color: red, gold |
| origin: American, French |
| material: wooden, metal |
| purpose: These adjectives often end in -ing . For example, <i>sleeping bag</i> |

Note

- We usually use a maximum of three different adjectives. We separate them with a comma.
*One day, someone steals a **huge, round, blue** diamond from a museum.*
*Rachel pulls a **long, green, silk** dress out of a bag.*

Adverbs

Use

- We use adverbs to modify a verb, an adjective, or another adverb:
 - Rachel **reluctantly** agrees.* (The adverb **reluctantly** modifies the verb to tell us how Rachel agrees.)
 - She has a **fairly interesting** job.* (The adverb **fairly** modifies the adjective to tell us how interesting the job is.)
 - Victoria runs **incredibly fast**.* (The adverb **incredibly** modifies the adverb **fast** to tell us how fast Victoria runs.)
- Adverbs of manner tell us how something happened. They are usually placed after the main verb or object.
*Please look at the script **carefully**.*
*Please look **carefully** at the script.*
- Like adjectives, many adverbs are gradable, that is, we can modify them using **very** or **extremely**.

Note

- The modifying words **very** and **extremely** are themselves adverbs. There are called degree adverbs because they specify the degree to which an adjective or another adverb applies.
- Degree adverbs include **almost, barely, entirely, highly, quite, slightly, totally, and utterly**. Degree adverbs are *not* gradable.

Form

- Many adverbs end in **-ly**. More precisely, they are formed by adding **-ly** to an adjective.

Unit 3

Expressing Likes and Dislikes

Use

- We use expressions such as **love, like, hate, don't like**, etc. to state our preferences.

Form

- We can use either a noun or a gerund after these expressions.

Expressing Likes

| | | |
|------|--------------|----------------|
| I | like | |
| You | really like | |
| We | enjoy | |
| They | love | |
| He | likes | rock climbing. |
| She | really likes | |
| It | enjoys | |
| | loves | |

Expressing Dislikes

| | | |
|------|------------------|-------------|
| I | hate | |
| You | don't like | |
| We | don't care for | |
| They | | |
| He | hates | beatboxing. |
| She | doesn't like | |
| It | doesn't care for | |
| | | |

Question Tags

Use

- We often use question tags to check information we think is true and when we expect the other person to agree. In this case we use falling intonation. When we are not sure about the answer, we use rising intonation.

Form

- We use negative question tags with affirmative sentences.
You're sure to find a hobby you like,

aren't you?

- We use affirmative question tags with negative sentences.
You can't go around it, can you?
- We use the verb **do** in the question tag if there is no auxiliary verb in the main sentence.
You work hard, don't you?

Unit 4

Modal Verbs: Obligation, Necessity, and Advice

- We can use the modal auxiliary verbs **must, need to, might**, and **should** to express obligation and necessity, and give advice.

Use

- We use **must** to express strong obligation or prohibition.
*You **must** speak English on the trip.*
- We use **need to** to express necessity.
*You **need to** make sure your plans work.*
- We use **might** when we are not sure about something.
*We **might** have time to see the Statue of Liberty.*
- We use **should** to make suggestions and give advice.
*We **should** run so we don't miss it.*

Grammar Reference

Unit 5

Past Simple

Use

- We use the past simple tense to indicate:
 1. An action that is now finished.
*Hiroshi **opened** the door. The bird **flew** into the sky.*
 2. A sequence of events in the past.
*He **went** to his field and **worked** alone.*

Form

- The form of the past simple is the same for all persons.
 1. The normal rule is to add **-ed** to the base form of the verb.
open—opened
 2. We add **-d** to the base form of verbs ending in **e**.
explore—explored
 3. We eliminate the **y** and add **-ied** to the base form of verbs ending in a consonant + **y**.
cry—cried
 4. We double the consonant and add **-ed** to verbs ending in a single vowel + consonant.
stop—stopped
 5. There are many common irregular verbs. (See table on page 161.)

Affirmative

| | | |
|-----------|--------|-----------|
| I | | |
| He/She/It | | |
| We | opened | the door. |
| You | | |
| They | | |

Negative

- We use the auxiliary verb **did not** (*didn't*) before regular and irregular verbs in the base form to form the negative in the past simple tense.

| | | |
|-----------|----------|------------------|
| I | | |
| He/She/It | | |
| We | did not | carry the crane. |
| You | (didn't) | |
| They | | |

Questions

- We use the auxiliary verb **did** in questions in the past simple tense. The main verb always stays in the base form.

| | | | |
|------|-----|-----------|----------------|
| | | I | |
| | | he/she/it | |
| When | did | we | see the crane? |
| | | you | |
| | | they | |

Short Answers

| | |
|-----------------------------|--|
| Did you read the story? | No, I did not (didn't). Yes, I did. |
| Did Hiroshi help the crane? | No, he did not (didn't). Yes, he did. |

Past Continuous

Use

- We use the past continuous tense to indicate longer actions in the past. It indicates actions or activities that have duration.
*Hiroshi **was watching** the crane fly.*

Form

- We form the past continuous tense with the auxiliary **was/were** + the present participle.

Affirmative and Negative

| | | |
|----------------------|-------------------------------|--------------------|
| I He She It | was was not (wasn't) | getting closer. |
| We You They | were were not (weren't) | |

Questions

| | | | |
|------|------|----------------------|--------|
| What | was | I he she it | doing? |
| | were | we you they | |

Short Answers

| | |
|-----------------------------|---|
| Were you reading the story? | Yes, I was. No, I was not (wasn't). |
| Were they fixing the loom? | No, they were not (weren't). Yes, they were. |

Past Simple vs Past Continuous

- We use the past simple to indicate a shorter action or event that happened at the same time as a longer action (past continuous):

- We often introduce clauses in past continuous tense with **while**.
While he was working in his fields, he saw a crane in the sky. Hiroshi wanted to peek inside while she was working.
- We often introduce clauses in past simple tense with **when**.
When Hiroshi returned home one evening, Yuna was sitting at the kitchen table. A woman was waiting at Hiroshi's door when he returned from work.

Unit 6

Will and Be Going To

- We can use both **will** and **be going to** for predictions. There is often no difference, but **will** can be used to express the opinion or belief of the speaker, while **be going to** is based on concrete evidence.

Use

- We use **will** for:
 - Decisions, intentions, or offers made at the moment of speaking.
Someone is at the door. I'll get it.
 - Predictions based on opinion.
Student's won't need paper textbooks anymore.
- We use **be going to** for:
 - Predictions based on concrete evidence.
Robots are going to be a common sight in homes.
 - Plans and intentions made before the moment of speaking.
We are going to visit my grandparents next week.

Form

Affirmative and Negative

| | | | |
|-------------------|--|-------------|-------------------------|
| I | am (I'm) am not | going to | live on the moon. |
| He She It | is (He's/She's/ It's) is not (isn't) | | |
| We You They | are (We're/ You're/ They're) are not (aren't) | | |

| | | |
|-----------------------------|------------|--------------------------|
| I/He/She/It/We/ You/They | will/won't | need paper textbooks. |
|-----------------------------|------------|--------------------------|

Grammar Reference

Questions

| | | | | |
|------|-----|---------------|----------|--------------------------|
| What | am | I | going to | look like in the future? |
| | is | he, she, it | | |
| | are | we, you, they | | |

| | | | |
|------|------|-----------------------------|--------------------|
| What | will | I/he/she/it/ we/you/they | be like at school? |
|------|------|-----------------------------|--------------------|

Short Answers

| | |
|---|-----------------------------------|
| Are you going to live in an underwater house? | Yes, I am. No, I am (I'm) not. |
|---|-----------------------------------|

| | |
|---------------------------------------|------------------------------------|
| Will people live to be 100 years old? | Yes, they will. No, they won't. |
|---------------------------------------|------------------------------------|

First Conditional

Use

- We use the **first conditional** to express a possible condition with a probable result.
*If people have problems with a major organ, scientists **will** build a replacement body part.*
*If we use more alternative fuels, there **will** be less pollution in the environment.*

Form

- We form the first conditional with **if + present simple, will + bare infinitive**.

Affirmative and Negative

| | | | | |
|----|--|--------------|--------------------------|-------------------------|
| If | environmental conditions don't change, | many species | will will not (won't) | become extinct. |
| | a student wants to know something, | he/she | | use a digital textbook. |

Note

- In general, we separate the two clauses by

a comma if we begin with the **if** clause. We don't use a comma when we begin with the conditional clause.

*If you start working to improve life now, your predictions **will** come true.*

*Your predictions **will** come true if you start working to improve life now.*

Question

- We can use the first conditional in **wh**-questions.

*What **will** happen if we continue to pollute the environment?*

Short Answers

| | |
|--|--------------------------------|
| If we want to drive somewhere, will we let a computer do it? | Yes, we will. No, we won't. |
|--|--------------------------------|

Unit 7

Comparatives and Superlatives

Use

- We use comparatives to compare one thing, person, or action with another.
*Flexor is **braver** than the other two.*
- We use superlatives to compare somebody or something with the whole group.
*They can't agree on the **coolest** superhero.*

Form

Comparative

- We add **-er** to short adjectives:
stronger, younger
- We take off the **-y** and add **-ier** to adjectives ending in **y**:
busier, scarier
- We use **more** before adjectives with two or more syllables:
more powerful, more honest

Superlative

- We add **-est** to short adjectives:
fairest, kindest

- We take off the **-y** and add **-iest** to adjectives ending in **y**:
luckiest, funniest
- We use **most** before adjectives with two or more syllables:
most dishonest, most intelligent

Note:

- Irregular adjectives:
far/farther/farthest, good/better/best, bad/worse/worst
- For short adjectives with one vowel + one consonant, double the consonant:
hot/hotter/hottest
- We often use **than** with comparative adjectives:
I'm faster than you!
- We use **the** before superlative adjectives:
Japanese heroes are the most intelligent.

Unit 8

Parts of Speech

Use

- We use parts of speech to categorize English words. They help us analyze sentences and understand them: **noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection.**
- We use **nouns** for the name of a person, place, thing, or idea: *Bobby, Spanish, knife, prince...*
- We use **pronouns** in place of a noun or noun phrase to avoid repetition: *I, you, he, me...*
- We use **adjectives** to describe, modify, or give more information about nouns and pronouns: *brave, golden, blue, dust...*
- We use **verbs** to show actions or states of being: *say, jump, be...*
- We use **adverbs** to describe or modify a verb, adjective, or another adverb: *slowly, easily...*
- We use **prepositions** to show the relationship between nouns or pronouns to another word: *from, in, on, at, under...*

- We use **conjunctions** to join words or ideas: *and, but, since, because...*
- We use **interjections** to express a strong feeling or emotion: *Wow!, Help!, Ouch!, Oh!*

Imperatives

- We use the imperative for:
 1. rules.
 2. warnings.
 3. instructions.
 4. recipes.

Form

Affirmative

Identify the correct definition.

Negative

Do not shout out answers.

Unit 9

Present Passive

Use

- We use the passive when we are more interested in who or what receives the action.
The heart keeps everything alive. (We are more interested in the heart.)
Everything is kept alive by the heart. (We are more interested in the rest of the body that receives the heart's activity.)
- We use the passive when the doer of the action is not known or specific.
Carbon dioxide is pushed out.

Note

- At the end of passive sentences, we can mention the doer of the activity by using **by**.
The brain is protected by the brain.

Form

- We form the passive with the verb to **be** + past participle.
- The object of the active sentence becomes the subject of the passive.
Active: *The stomach absorbs nutrients.*
Passive: *Nutrients are absorbed by the stomach.*

Grammar Reference

Affirmative and Negative

- We form the negative by using the negative of the verb **to be**.

Carbon dioxide is pushed out by the lungs.

Our necks aren't shaped the same way.

Questions and Short Answers

| | |
|--|----------------------------|
| Is the blood pumped to the rest of the body? | Yes, it is. /No, it isn't. |
|--|----------------------------|

Wh- Questions

- In questions, we change the order of the subject and verb.

How is oxygen moved through the body?

Demonstrative Pronouns

Use

- We use **this**, **these**, **that**, and **those** in the place of a noun to show proximity.

This is my pen.

Are these books yours?

That's the heart.

I like those flowers.

Form

- We use **this** (singular) and **these** (plural) for people or things near us.

This is your nervous system.

These are the lungs.

- We use **that** (singular) and **those** (plural) for people or things that are not near us.

That is my house.

Those are blood vessels.

Articles *a/an/the*

Use

- We use articles to define nouns.
- We use **a/an** to talk about singular nouns that are unspecific. We use **an** with singular nouns that have an initial vowel sound.

Electricity is generated in a neuron.

Here's an interesting fact.

- We use **the** when we talk about something more certain or specific.

These are the kidneys.

Unit 10

Present Perfect

Use

- We use the present perfect to indicate:

1. Activities that started in the past and continue to the present.

People have been creating music since prehistoric times.

For and **since** are common with this use.

For indicates duration of time:

I have studied English for five years.

Since indicates when events started:

I haven't used apps since last year!

2. Experiences as part of someone's life. **Ever** and **never** are common with this use.

Have you ever won a competition?

Julia has never used English outside school.

Form

- We form the present perfect with the auxiliary **have/has** + past participle.

Affirmative and Negative

| | | |
|---------|-----------------------|--------------------------|
| I | have (I've/you've/ | heard their songs. |
| We | we've/they've) | |
| You | have not (haven't) | |
| They | | |
| He/She/ | has (he's/she's/it's) | |
| it | has not (hasn't) | |

Short Answers

| | |
|---|---|
| Have I/we/you/ they learned a language? | Yes, I/we/you/ they have. No, I/we/you/ they have not (haven't). |
| Has he/she/ it learned a language? | Yes, he/she/it has. No, he/she/it has not (hasn't). |

- A**
- advancement** /əd'vænsmənt/ *n* moving forward
- advise** /əd'vaɪz/ *v* to suggest, to recommend
- agree** /ə'ɡri:/ *v* to think the same as another person
- alien** /'eɪliən/ *n* a creature from another planet
- amazing** /ə'meɪzɪŋ/ *adj* pleasantly surprising
- amusement park** /ə'mju:zmənt 'pɑ:k/ *n*
place that has ride, games, and attractions for entertainment
- ancient** /'eɪntfənt/ *adj* belonging to the distant past, very old
- announce** /ə'naʊnts/ *v* to make something public
- approach** /ə'prəʊtʃ/ *v* to go near somebody or something
- argument** /'ɑ:ɡjəmənt/ *n* an angry disagreement
- artery** /'ɑ:təri/ *n* a tube which circulates oxygenated blood from the heart
- attractive** /ə'træktɪv/ *adj* good-looking
- audience** /'ɔ:diəns/ *n* the people who listen to or watch a concert, play and so on
- audition** /'ɔ:diʃən/ *n* a session to see if a singer or an actor is good
- avocado** /,ɑ:və'kɑ:dou/ *n* fruit with dark rough skin and soft green flesh
- awful** /'ɔ:fəl/ *adj* terrible, horrible
- B**
- back up** /bæk 'ʌp/ *v* to support
- ban** /'bæn/ *v* to forbid people of doing or using something
- basement** /'beɪsmənt/ *n* a room that is under the ground
- battlefield** /'bætl,fi:ld/ *n* where a battle takes place
- beef** /'bi:f/ *n* meat from a cow
- belong** /bɪ'lɒŋ/ *v* to be owned by
- bibliography** /,bɪbli'ɑ:grəfi/ *n* a list of sources mentioned in a text
- bleed** /'bli:d/ *v* to lose blood because of a cut or injury
- boat** /'bəʊt/ *n* a small vehicle for water
- bomb squad** /'bɑ:m 'skwɑ:d/ *n* people whose job is to prevent bombs from exploding
- bone** /'bəʊn/ *n* one of the hard parts that forms the skeleton of a person's or animal's body
- booth** /'bu:θ/ *n* an enclosed area to provide privacy for one person
- boring** /'bɔ:riŋ/ *adj* something that makes you bored
- bow** /'bəʊ/ *v* to bend forward as a respectful greeting
- brain** /breɪn/ *n* the part inside the head that thinks and feels
- bravely** /breɪvli/ *adv* without showing fear
- bread** /'brɛd/ *n* baked food made with flour and water
- breathe** /'bri:ð/ *v* to take air in and out of your lungs
- bug** /bʌg/ *n* a small insect
- bully** /'bʊli/ *n* someone who hurts or threatens weaker people
- butter** /'bʌtə/ *n* a yellow substance made from milk or cream
- buzz** /'bʌz/ *v* to be filled with activity or excitement
- C**
- calm down** /kɑ:m daʊn/ *phrasal v* to stop being angry or upset
- calmly** /kɑ:mli/ *adv* in a relaxed way
- capillary** /'kæpə,leri/ *n* any of the small blood vessels that form a network through our body
- caption** /'kæp- shən/ *n* a group of words that go with a picture
- carbon dioxide** /'kɑ:rbən daɪ'ɑ:k,saɪd/ *n* the air living beings exhale after breathing
- careful** /'keəfəl/ *adj* thinking about what you do so that you do it well and do not hurt yourself, somebody, or something
- cartoon** /kɑ:'tu:n/ *n* a drawing or animation
- catch** /kætʃ/ *v* to use your hands to hold something traveling through the air
- chase** /tʃeɪs/ *v* to run after somebody or something
- cheerful** /'tʃi:ərfəl/ *adv* happy and lively
- chemical** /'kemɪkəl/ *n* a substance often dangerous
- chime in** /tʃaɪm ɪn/ *phrasal v* to comment on a conversation that you have been listening to
- chore** /tʃɔ:r/ *n* a job that has to be done regularly, especially housework
- citizen** /'sɪtəzən/ *n* a person who legally belongs to a country
- coal** /'kəʊl/ *n* a black mineral rock that is used as a fuel
- complex** /kəm'pleks/ *adj* complicated or involving lots of different elements
- composed** /kəm'pəʊzd/ *adj* in control of your emotions
- contest** /'kɒntest/ *n* a competition
- contestant** /kən'testənt/ *n* somebody who takes part in a competition
- costume** /'kɒ:stʊ:m/ *n* the clothes that are typical of a certain country or period
- crane** /kreɪn/ *n* a type of bird with long neck and legs
- crawl** /'krɔ:l/ *v* to move on your hands and knees

Glossary

creepy /'kri:pi/ *adj* causing you to feel afraid or scared
crop /krɔ:p/ *n* a plant that is grown for food
crowded /'kraʊdɪd/ *adj* with too many people for the space available
curb /'kɜ:b/ *n* a round border in the street or road
custom /'kʌstəm/ *n* a tradition, something that a person does regularly

D

danger /'deɪndʒər/ *n* the possibility that something bad may happen
dangerous /'deɪndʒərəs/ *adj* that can cause injury or death
deadly /'dedli/ *adv* possessing the ability to kill
deep /'di:p/ *adj* profound
delivery /dɪ'livəri/ *n* something taken to its destination
demand /dɪ'mænd/ *v* to ask for something strongly
destination /,destɪ'neɪʃən/ *n* the place where somebody is going
detail /dɪ'teɪl/ *n* one of the small facts about something, information
develop /dɪ'veləp/ *v* to make something bigger and better
dig /dɪg/ *v* to make a hole in the ground
digestive /daɪ'dʒestɪv/ *adj* referring to or helping digestion
director /də'rektə-/ *n* a person who directs a movie or a play
disease /dɪ'zi:z/ *n* an illness
dissolve /dɪ'zɔ:lv/ *v* to end or disappear
distinct /dɪ'stɪŋkt/ *adj* different from others or special
downward /'daʊnwərd/ *adj* directed towards the ground
dread /dred/ *v* to be very afraid of something
dress up /dres 'ʌp/ *v* to wear formal clothes
dump /'dʌmp/ *n* a place where the trash is taken

E

earn /ɜ:n/ *v* to get money by working
empty /'empti/ *adj* with nothing inside
engineer /,endʒə'niər/ *n* a person who creates new products or machines
enjoy /ɪn'dʒɔɪ/ *v* to experience doing something and liking it
entry /'entri/ *n* the act of going inside a place
equipment /ɪ'kwɪpmənt/ *n* the things that you need for doing something

esophagus /ɪ'sə:fəgəs/ *n* the passage where food goes from the mouth to the stomach
excited /ɪk'saɪtɪd/ *adj* enthusiastic and happy about doing something
excitedly /ɪk'saɪtɪdli:/ *adv* done with excitement
excitement /ɪk'saɪtmənt/ *n* state of being excited
exciting /ɪk'saɪtɪŋ/ *adj* making you feel excited
exhausting /ɪg'zɔ:stɪŋ/ *adj* making you very tired
explosion /ɪk'spləʊzən/ *n* a sudden violent release of energy that breaks apart something

F

fair /'feə/ *adj* right or acceptable
fall in love /'fɑ:l ɪn 'lʌv/ *v* to feel a strong affection for someone
false /'fɑ:ls/ *adj* not true
fantastic /fəntə'stɪk/ *adj* extremely good or great
feast /fi:st/ *n* a large meal to celebrate a special occasion
feature /'fi:tʃər/ *n* an interesting or important part
fed up /fed 'ʌp/ *v* to be bored or unhappy about something
ferry /'feri/ *n* a big boat used to carry people or things for a short distance
field /fi:ld/ *n* a piece of land
field trip /fi:ld trɪp/ *n* a visit to a place that is made by students to learn about something
float /fləʊt/ *v* to stay on top of a liquid or in the air
fly /flaɪ/ *v* to travel through the air
folktale /'fəʊk,tɛɪl/ *n* a traditional or classic story
fur /fɜ:/ *n* the hairy coat of an animal

G

gather /'gæðər/ *v* to come together in a group
gear /gɪr/ *n* a part of a machine that controls the speed
generous /'dʒenərəs/ *adj* quick to give money, time or other help
get rid of /get rɪd əv/ *phrasal v* eliminate something that is unwanted
gorgeous /gaw'rjuhs/ *adj* extremely pretty or beautiful
grannie /'græni/ *n* the mother of your father or mother
greet /gri:t/ *v* to meet somebody with words or actions
groomer /'gru:mər/ *n* a person who cleans an animal

H

hardly /'hɑ:ldli/ *adv* almost not; only just

health /helθ/ *n* the state of the body when it is well and there is no sickness

hesitate /'hezɪteɪt/ *v* to stop for a moment before you do something

hobby /'hɑ:bi/ *n* something that you do regularly in your free time

hold /həʊld/ *v* to have something in your hands

homeowner /'həʊm,əʊnər/ *n* a person who owns a house

huge /hju:dʒ/ *adj* very large

hunt /hʌnt/ *v* to chase or kill animals for sport or food

hurt /hɜ:t/ *v* to cause or feel pain

I

idiom /'ɪdɪəm/ *n* an expression that cannot be understood from meanings of its separate words

improve /ɪm'pru:v/ *v* to make something better

in addition /ɪn ə'dɪʃən/ *adv* increasing the amount of information about something

incredible /ɪn'kredɪbl/ *adj* amazing

interview /'ɪn tər,vju/ *v* to ask somebody questions in an interview

intestine /ɪn'testɪn/ *n* the lowest part of the alimentary canal, between the stomach and the anus, made up of the small and large intestines

introduction /,ɪntrə'dʌkʃən/ *n* the beginning part of a book, article or speech

iron /'aɪə-n/ *v* use a device to make a fabric smooth

issue /'ɪʃu:/ *n* a topic that people talk about or discuss

item /'aɪtəm/ *n* one of a group of things

J

jewel /'dʒu:əl/ *n* a precious stone

K

knit /nɪt/ *v* to make clothes using two needles

knitting /'nɪtɪŋ/ *n* the action or process of knitting clothing

L

land /lænd/ *n* the part of the earth that is not water

lecture /'lektʃər/ *v* to give a talk or series of talks to a group of people

lentil /'lentl/ *n* round seed

lonely /'ləʊnli/ *adj* alone, and sad because of it

lung /lʌŋ/ *n* one of the two parts of the body inside your chest that you use for breathing

M

machinery /mə'ʃi:nəri/ *n* machines used for special purposes

master /'mɑ:stər/ *v* to become good at something

match /'mætʃ/ *v* to go with or to make something go with something else

mean /mi:n/ *adj* not generous, unkind

meaning /'mi:nɪŋ/ *n* what something means

measurement /'meɪʒəmənt/ *n* the length or size of something

meet /mi:t/ *v* to get together with another person or other persons

miner /'maɪnər/ *n* a person who works underground, digging for minerals

museum /mju:'zi:ʃəm/ *n* a place where interesting things, such as works of art or scientific and historical objects, are shown to the public

mysterious /mɪ'stɪəriəs/ *adj* of obscure nature or meaning

N

neck /nek/ *n* the part of your body between the head and the shoulders

neighborhood /'neɪbər,hʊd/ *n* the area around the place where you live

nervous /'nɜ:vəs/ *adv* worried or afraid

nose /noʊz/ *n* the part of your face that is just above your mouth

nostril /'nɑ:stɹəl/ *n* one of the two holes in the nose that admits air and smells

notice /'nəʊtɪs/ *n* a public announcement

nut /'nʌt/ *n* a small hard dry fruit

O

old-fashioned /'əʊld'fæʃənd/ *adj* opposite of modern

onomatopoeia /,ɑ:nə,mɑ:tə'pi:jə/ *n* words that imitate sounds

P

panel /'pænl/ *n* every frame that makes up a comic strip

pass by /'pæs'baɪ/ *phrasal v* to happen without being noticed

peek /'pi:k/ *v* to look at someone secretly

performer /pər'fɔ:r.mər/ *n* a person who is in a show, play, concert

permit /'pɜ:mɪt/ *n* a card or a piece of paper that allows a person to do something

phonemic /fə'ni:mɪk/ *adj* the part of speech that makes a word different from another one

pillow /'pɪləʊ/ *n* a cushion that you put your head on in bed

plot /plɑ:t/ *n* the story of a film or a book

promise /'prɔ:məs/ *v* to say that you will definitely do something

pound /'paʊnd/ *v* to hit something repeatedly

power /paʊə/ *n* strength

pump /pʌmp/ *v* to move liquid with a pump

purse /pɜ:s/ *n* a woman's small bag

Q

quiet /kwaɪət/ *adj* without making much noise

R

reluctantly /rɪ'lʌktənt/ *adv* not willing to do something

replacement /rɪ'pleɪsmənt/ *n* the act of changing something old or broken

rescue /'reskjʊ/ *v* to save somebody

respiratory /'respəətɔ:ri/ *n* referring to respiration or to the organs of respiration

rice /raɪs/ *n* white grains from a plant used as food

risk /rɪsk/ *n* the possibility something bad will happen

risky /'rɪski/ *adj* dangerous

role play /'rəʊl,pleɪ/ *n* an activity in which people pretend to be someone else or be in a particular situation

romantic /rou'mæntɪk/ *adj* having to do with love or relationships

rural /'rʌrəl/ *adj* related to the country

S

safe /'seɪf/ *adj* not likely to be dangerous

sand /sænd/ *n* the very tiny, loose pieces of rock on the beach

sandhog /'sænd'hɑ:g/ *n* a person who works underground

scary /'skəri/ *adj* frightening

schedule /'skedʒu:l/ *n* a plan that says when somebody is going to do certain things

science fiction /saɪənts'fɪkʃən/ *n* stories about the future

scene /'si:n/ *n* a part or division in a play or movie

screen /skri:n/ *n* the flat part of a television that you can see images on

script /'skrɪpt/ *n* the written form of a play or movie

search /sɜ:tʃ/ *n* the act of looking carefully for somebody or something

secret /'si:krət/ *n* something that you don't tell other people

selfish /'selfɪʃ/ *adj* thinking only of yourself

severe /sə'veɪr/ *adj* hard and unpleasant

sewage /'su:wɪdʒ/ *n* human waste that is taken from homes through pipes

sewer pipe /'su:wər paɪp/ *n* a pipe to carry water and waste underground

shape /ʃeɪp/ *v* to give something form

share /ʃeər/ *v* to have or use something with others

shout /ʃaʊt/ *v* to speak very loudly

sigh /'saɪ/ *v* to let out a long breath

sign /'saɪn/ *n* a mark with a special meaning

silk /sɪlk/ *n* a very fine, expensive material

since /sɪns/ *prep* from a time in the past until now

sizzle /'sɪzəl/ *v* to make a hissing sound

skeleton /'skelɪtən/ *n* the bones that make a person or an animal

skull /skʌl/ *n* the structure of bones in the head of a person or an animal

sky diving /'skaɪ,dɑɪvɪŋ/ *n* jumping out of a plane before opening a parachute

skyscraper /'skaɪ,skreɪpər/ *n* a very tall building

slam /slæm/ *v* to close in a violent way

slimy /'slaɪmi/ *adj* covered with a wet, thick liquid

smelly /'smeli/ *adj* giving off an unpleasant smell

soft /sɔ:ft/ *adj* not hard, not resistant to your touch

solar-powered /'səʊlə-'paʊəd/ *adj* functioning with solar energy

source /sɔ:rs/ *n* where something comes from

souvenir /su've'nɪər/ *n* an object that reminds you of a place

speech /spi:tʃ/ *n* the ability to speak

speech bubble /'spɛtʃ'bæ-bəl/ *n* a graphic representation containing the dialogues in a comic

spin /spɪn/ *v* to turn around quickly

split up /splɪt ʌp/ *phrasal v* to separate

spy /'spaɪ/ *n* someone who secretly investigates other people

steel /sti:l/ *n* a very hard metal

stomach /'stʌmək/ *n* the part of your body where food goes after you eat it

story /'stɔ:ri/ *n* a description of events that you write, say, or listen to

stress /stres/ *n* nervous strain, tension

strong /'strɔ:ŋ/ *adj* having great power

strum /'strʌm/ *v* to move your fingers across the strings of a guitar

suddenly // *adv* quickly and unexpectedly

surprising /sər'praɪzɪŋ/ *adj* giving surprise, not expected

- T**
- talented** /'tæləntɪd/ *adj* able to do something well
- technician** /tek'nɪʃən/ *n* a worker with practical skills, particularly in industry or science
- thief** /'θi:f/ *n* a person who steals something
- thought bubble** /'θɑ:t 'bæ-bəl/ *n* a graphic representation containing the thoughts of characters in a comic
- throughout** /θru:'aʊt/ *prep* in all parts of something
- throw away** /θrəʊ ə'weɪ/ *v* to put something in the garbage
- tip** /tɪp/ *n* a piece of advice
- tough** /tʌf/ *adj* strong, hard
- towards** /tu'wɔ:rdz/ *prep* in the direction of somebody or something
- train** /treɪn/ *v* to teach a person or an animal how to do something
- trainer** /'treɪnər/ *n* a person who trains athletes
- transportation** /,træns'pɔ:teɪʃən/ *n* a way of traveling
- tricky** /'trɪki/ *adj* using dishonest methods to do or accomplish something
- truck** /trʌk/ *n* a big vehicle for carrying heavy things
- U**
- undercover** /ʌndər'kʌvər/ *adj* done or working in a secret way in order to catch criminals or collect information
- underground** /'ʌndəgraʊnd/ *n* under the ground
- upset** /ʌp'set/ *adj* sad, angry, or otherwise emotionally disturbed
- V**
- van** /'væn/ *n* a vehicle shaped like a box
- vein** /veɪn/ *n* one of the tubes that carries blood around the body
- video camera** /'vɪdɪjəʊ'kæmərə/ *n* an electronic device used to make movies
- virtual** /'vɜ:tʃwəl/ *adj* existing on computers or on the Internet
- vote** /vəʊt/ *v* to choose somebody or something by raising your hand or putting a piece of paper in a box
- vow** /'vaʊ/ *v* to make a serious promise
- W**
- wander** /'wɑ:ndər/ *v* to walk in no special direction and without rush
- weave** /wi:v/ *v* to make something by crossing threads or material over and under one another
- weaving loom** /'wi:vɪŋ 'lu:m/ *n* an old machine for weaving
- wet** /wet/ *adj* covered with or soaked in liquid
- while** /waɪl/ *conj* during the time that
- whoosh** /'wʊʃ/ *n* the sound of something that moves quickly
- wild** /waɪld/ *adj* living or growing freely
- windpipe** /'wɪndpaɪp/ *n* the tube in the body that connects the throat to the lungs
- wing** /wɪŋ/ *n* the part of a bird's or an insect's body that is used for flying
- winner** /'wɪnər/ *n* the person or team that wins a competition or a game
- wish** /'wɪʃ/ *v* to hope for or want something
- wooden** /'wʊdən/ *adj* made of wood
- wool** /wʊl/ *n* the hair of sheep that is used for making material
- Y**
- yawn** /'jɑ:n/ *v* to open your mouth while taking in breath because you are tired
- yell** /jel/ *v* to shout



Name: _____ Score: _____ /50

A Read the text about smoke jumpers and answer the questions with full sentences.
(___ /10 points)

HEROES AT WORK

Imagine jumping out of an airplane into the middle of a wildfire. It sounds dangerous—and it is. But for smoke jumpers, it's a job. Smoke jumpers are special firefighters. They fly over a wildfire in an airplane. Then, they jump out of the plane and land near the fire. People on the airplane drop tools for the smoke jumpers. They also drop food and supplies to the smoke jumpers. Sometimes, the smoke jumpers work alone for up to two days. They cut down trees so that the fire has nothing to burn. They also use water pumps and hoses to put the fire out.



1. How are smoke jumpers different than regular firefighters?

2. What kind of fires do smoke jumpers fight?

3. What do the people on the plane drop to the smoke jumpers?

4. How long can smoke jumpers stay near a fire?

5. Why do smoke jumpers cut down trees?

B Complete the story about a community helper using the correct form of the verbs in parentheses. (___ /10 points)

On a normal day, Peter Washington
 1) _____ (wake up) at 7:00 and
 2) _____ (walk) to the stables
 to 3) _____ (meet) his assistant,
 Phillip. They 4) _____ (check) on
 the horses. Peter 5) _____ (live)
 on a farm, but he's not a farmer.
 Peter 6) _____ (be) a therapist,
 and he uses the horses to help his patients.
 This week, he 7) _____ (help)
 12-year-old Tanya. She 8) _____
 (learn) to ride and care for the horses. Tanya
 9) _____ (have) problems with
 anxiety, and the horses 10) _____
 (start) to help her feel less anxious.

C Complete the sentences with the correct form of the words in the box. (___/5 points)

chase • chore • get rid of • risky • search

1. We had to _____ the old chemical because it smelled bad.
2. Coal miners have dirty and dangerous _____.
3. Right now, the soldiers _____ the hero across the desert.
4. I _____ for a police officer position.
5. Police officers and fishermen have _____ jobs.

D Underline the correct options to complete the sentences. (___/5 points)

1. What does an airline pilot _____?
a) do b) doing
2. Nurses usually _____ in hospitals.
a) practice b) are practicing
3. This year, the city _____ a new park for children.
a) builds b) is building
4. The exterminator _____ how to classify bugs.
a) learns b) is learning
5. Firefighters _____ long trainings.
a) take b) am taking

E Match the questions to the responses to complete the dialogues about requests. (___/5 points)

1. Can you please help me with this?
___ Yes, you may. Please hold.
2. May I have your last name, please?
___ Certainly. What would you like to know?
3. Can you tell me when you are available?
___ Sure. I'm glad to help you.
4. May I speak to Mr. Brown, please?
___ I'm free on Wednesdays.
5. May I ask you some questions about your job?
___ Of course. It's Smith.

F Listen (2) to Joe talking about his daily activities and mark the sentences T (true) or F (false). (___/5 points)

1. Joe works at the swimming pool. ___
2. Joe teaches a group of fifteen-year-old students how to swim. ___
3. Joe makes sure the locker rooms are clean before the class. ___
4. Joe and the other guards have a meeting after the class. ___
5. Joe usually swims at the end of every day. ___

G Read the instructions to write an article about a dangerous or strange job. (___/10 points)

Write an article about a dangerous or strange job. It can be one from the unit or your own idea. Include what the person usually does and why the job is dangerous or dirty.



Name: _____ Score: _____/50

A Read the movie review and mark the sentences *T* (true) or *F* (false). (___/5 points)

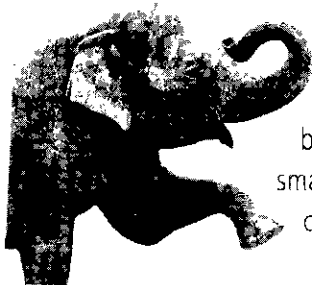


The Elephants Must Stay

A true story of one woman's fight to protect these majestic creatures. Filmed in the forests of Nepal.



The Elephants Must Stay is an Asian wildlife drama. It's the best movie in this genre that I've seen. Elena Bryant stars as the tall, kind-hearted Diana Forsey, the famous anthropologist who fought for these magnificent animals. Her performance is sure to win an award. The elephants are not just props in this movie, but actual characters. You will fall in love



with them. This is not your average nature movie. The dialogue between characters is smart and original. It has a captivating, wonderfully

written plot that will mesmerize you right up to the surprise, dramatic ending.

The movie isn't just an amazing story. It also introduces viewers to the beauty of Nepal. Most scenes are beautifully filmed in the magical peaks of this country in the Himalayan mountains. The detailed, local costumes of the times are authentic and brilliant. Every aspect of this movie, the acting, the plot, and especially the mountain setting are sure to capture interest at box offices around the country. If you haven't seen this year's wonderful, new, nature movie, be sure to not to miss it.

1. The writer describes the movie as a romantic nature movie. ___
2. The writer thinks Elena Bryant's performance is excellent. ___
3. The conversations between characters are unlike those of other movies. ___
4. The ending of this movie is like most nature movies. ___
5. All of the scenes are filmed in the mountains of Nepal. ___

B Match the words from the movie review to their meanings. (___/5 points)

- | | |
|-------------|--------------------------------------|
| 1. plot | ___ type of movie |
| 2. prop | ___ place where a movie is filmed |
| 3. dialogue | ___ what the actors say |
| 4. setting | ___ story |
| 5. genre | ___ an object used to create a scene |

C Underline the correct options to complete the descriptions. (___/5 points)

1. The documentary is *fairly / absolutely* boring, but I think one or two things about it are interesting.
2. That movie was *fairly / extremely* depressing. I cried for days.
3. The dinner wasn't amazing but it was *quite / extremely* good.
4. Jessica had a(n) *fairly / absolutely* wonderful time at the opera.
5. The neighbors were *quite / extremely* loud. Everyone on our street was mad.

D Listen (5) to Kate and Rachel talking about a script and mark the sentences T (true) or F (false). (___/5 points)

1. Kate and Rachel have been working on the script for weeks. ___
2. The characters are Alicia and Carson. ___
3. The scene is set in a library. ___
4. Kate agrees with Rachel's ballroom idea. ___
5. Rachel's last question is about money. ___

E Write the adjectives in parentheses in the correct order to complete the sentences. (___/10 points)

1. We saw a _____ (Japanese, beautiful, new) movie last weekend.
2. In the movie, Trevor drives a _____ (green, large, old) truck.
3. They have a _____ (French, new, red) coffee machine on the movie set.

4. In the script they want a _____ (chocolate, huge, round) cake for the birthday scene.
5. Did you see that _____ (old, tall, scary) man in the last scene?

F Combine the descriptions in the sentences using the words in parentheses. (___/10 points)

1. The fans were excited. They watched the movie together. (excitedly)

2. The stars acted in the latest Hollywood movie. They were good. (well)

3. The actor drove on the highway for the first time. He was careful. (carefully)

4. The pop group performed their first concert in Los Angeles. Their performance was beautiful. (beautifully)

5. The director shouted at the actors. He was angry. (angrily)

G Read the instructions to write a movie review. (___/10 points)

Write a review of your favorite movie. What is it about? Who stars in it? Why did you like it?



Name: _____ Score: _____ /50

A Read the article about Fred Yendel's hobby and underline the correct answers. (___/10 points)

Most of us are afraid of the dark. But not Fred Yendel. He likes the dark. He looks for it in his free time. He chases the dark down into the deepest and loneliest unexplored parts of the earth. "I love spelunking," Fred says. Spelunkers explore caves. They spend hours walking, climbing, and crawling underground. Some spelunkers like making maps of the caves.

Most cave systems are still not completely explored, so this is important. Some spelunkers enjoy taking photos or studying the wildlife. "It can be dangerous though, so you need to be safe," Fred adds. "That includes helmets for protection, lights, rope, friends, and sandwiches!" he laughs. "Spelunking is hungry work!"

1. What makes Fred Yendel different?
 - a. He lives in a cave.
 - b. He likes the dark.
 - c. He is afraid of the dark.
2. What do spelunkers like doing?
 - a. Driving very fast.
 - b. Eating sandwiches.
 - c. Exploring caves.
3. Why do spelunkers need to make maps?
 - a. To provide evidence of spelunking.
 - b. They can sell the maps.
 - c. Because many caves don't have complete maps.
4. What is something spelunkers don't do?
 - a. Play tricks on each other.
 - b. Make maps.
 - c. Take photographs.
5. What should you bring for spelunking?
 - a. Helmets and mirrors.
 - b. Music and rope.
 - c. Lights and friends.

B Write the correct form of the phrases in the box to complete the sentences about people's hobbies. (___/5 points)

(not) like ask • hate dance • like
create • like visit • love live

1. Do you _____ new places?
2. Jessica _____ salsa. She prefers tango.
3. My brother _____ in New York. There are always flash mobs.
4. Your friends are going to _____ characters to play this game.
5. I'm sorry. I _____, but I need to borrow some makeup for my role-playing game.

C Match the British words to their American equivalents. (___/5 points)

- | | |
|----------------|------------------|
| 1. cinema | _____ subway |
| 2. holiday | _____ theater |
| 3. mobile | _____ mailbox |
| 4. postbox | _____ vacation |
| 5. underground | _____ cell phone |

D Complete what the people said about hobbies with the correct form of the words in the box. (___/5 points)

crowded • hobby • knitting
leap • technique

1. My dad doesn't have any _____. He works too much.
2. Do you have any special _____ for catching big fish?
3. I get a sweater for my birthday every year because my grandma loves _____.
4. The only way to get to the next platform in this game is to _____.
5. I went to the free concert, but it was really _____ and I couldn't find my friends.

E Match the sentence halves to complete the questions (___/5 points)

1. You are from New York, _____ do you?
2. You like popcorn, _____ can't you?
3. It's a great movie, _____ aren't you?
4. You can dance, _____ don't you?
5. You don't like pizza, _____ isn't it?

F Complete the question tags to check information. (5 points)

1. Lucy is such a nice person,
_____?
2. You are still upset about yesterday,
_____?
3. John and Martha won't be at the party,
_____?
4. We don't have to wait here,
_____?
5. The test wasn't so difficult,
_____?

G Listen (9) to Chris and Gina having a conversation and mark the sentences with *T* (true) or *F* (false). (5 points)

1. Chris is practicing karate. ____
2. Gina is part of a flash mob. ____
3. The flash mob is going to have a pillow fight. ____
4. The flash mob collects money for the children's hospital. ____
5. The location of the flash mob event is a secret. ____

H Read the instructions to write about one of your hobbies. (___/10 points)

Write about an activity you like to do in your free time. Explain what you need, how you do it, and why you like it.



Name: _____ Score: _____/50

A Read the e-mail below with information about the film festival in Los Angeles and answer the questions. (___/7 points)

Dear Ron,

I'm so happy you can come to the film festival in Los Angeles with us. Here is a summary of the event. You must be at my house by 7:00 p.m. on Friday. The bus leaves at 7:30, and we can't wait for you if you are late. We are staying at the Sleep Good Inn on La Cienega.

The festival officially starts on Saturday, but some classic movies are playing at some events on Friday night. We can also pick up our tickets on Friday, and we must have them for the rest of the weekend. On Saturday, the festival begins. Some famous directors are giving a presentation in the morning. *Broken Colors* plays at 4:00. We have to see that one!

The movies continue all Sunday. *Blue Rainbow*, *The Truth about Purple*, and *White Raven* are playing at 11:00. The closing presentation is on Sunday night, but our return bus leaves at 5:00, so we will miss it.

See you Friday!

Victor

1. Who sends the e-mail?

2. Where is the film festival going to be?

3. Why is it important that Ron arrive by 7:00?

4. Where are they staying?

5. What is happening on Friday night?

6. What events are on Saturday?

7. Why can't they go to the closing presentation?

B Imagine a conversation between Ron and Victor. Complete the dialogue using the ideas in parentheses. (___/10 points)

RON: Let's watch *White Raven*.

VICTOR: 1) _____
(disagree)

2) _____
(make another suggestion)

RON: 3) _____
(disagree)

4) _____
(make another suggestion)

VICTOR: 5) _____
(agree)

C Complete the sentences with the correct phrase using the words in the box. (___/6 points)

split • buzz • chime • calm • wander • pass

- I need to help my friend _____ down before the field trip.
- The train station in New York _____ with activity during rush hour.
- To go to Central Park you need to take the bus that _____ by the zoo.
- If we want to visit all those places we need to _____ up.
- Let me _____ in with an idea for the field trip, if you don't mind.
- When I visit a new city, I like to _____ around for hours.

D Rewrite the sentences to express obligation, necessity, or advice when traveling. Use the prompts. (___/6 points)

- It is not necessary to tip waiters in Japan. (don't have to)

- It is forbidden for people to fly kites in London. (must not)

- It is absolutely necessary for you to have a passport to travel abroad. (must)

- It is important for you to be careful. (need to)

- It is a good idea for travelers to check the weather forecast. (should)

- It is a possibility that the airline crew asks you to turn your phone off. (might)

E Listen (3) to a group talking about their trip to New York and complete the sentences. (___/6 points)

- The group needs to _____ their plan for New York.
- They have lots of things on their _____.
- Laura confirms that they are taking the _____ to Times Square.
- Laura suggests walking to see more of the _____.
- The Statue of Liberty is the last _____ of the day.
- Steven reminds the group that they have to _____.

F Unscramble the words and use them to complete the sentences. (___/5 points)

etasetih • semmorpico
lfeid ptri • ryfre • venirosu

- Marta didn't even _____ when they offered her to guide the tourists. She took the job right away.
- We both want to do something different, so we should _____.
- We need to get a _____ from our trip.
- The class is taking a _____ to science museum next week.
- The _____ leaves at 6:00 and arrives at the other side of the bay at 6:30.

G Read the instructions to write a set of rules for your classroom. (___/10 points)

Write a set of rules for your classroom. Include things you should and shouldn't do.



Name: _____ Score: _____ /50

A Read the text about stories and answer the questions. (___/10 points)

Stories are important to all human cultures. Many of your favorite fairy tales are popular because of the Brothers Grimm. They collected popular stories from Europe and published them. These included *Cinderella*, *Hansel and Gretel*, *Rapunzel*, and many more.

Before the Brothers Grimm, Frenchman Charles Perrault published a similar collection of popular fairy tales. Many centuries before that, a collection of fairy

tales called *1,001 Nights* was popular in the Middle East.

Why do these stories stay with us, from generation to generation? Sometimes we just love the surprises that happen in the stories. Many times, it is because we understand the characters. They are people experiencing love or fear or confusion. Finally, the results of their experiences teach us lessons about life and how to behave.

1. Where are stories popular?

2. Who wrote popular versions of *Cinderella*, *Hansel and Gretel*, and *Rapunzel*?

3. What is *1,001 Nights*?

4. Why do we relate to characters in stories?

5. What can we learn from stories?

B Complete the short story using the correct form of the verbs in parentheses.

(___/10 points)

One day, while I 1) _____ (read) quietly in my bed, I 2) _____ (hear) a noise from downstairs in the kitchen. I 3) _____ (be) very scared, but I got out of bed and left my bedroom to investigate. I 4) _____ (walk) downstairs when I suddenly 5) _____ (see) that the kitchen light was on! I quickly 6) _____ (run) to the kitchen door and then 7) _____ (listen) carefully to who or what was in the kitchen. I 8) _____ (open) the door and 9) _____ (scream). In front of me was a tall man. He 10) _____ (sit) at the kitchen table drinking tea. Then he looked at me and said, "What are you doing in my house?"

C Complete the sentences from different stories with the correct form of the verbs in the box. (___/5 points)

keep • take • fall • break • earn

1. He bought a dog to _____ him company.
2. People should not _____ their promises.
3. The woman _____ care of her grandparents every day.
4. The first time the couple met, they _____ in love.
5. I need another job so I can _____ more money.

D Complete the sentences with *when* or *while*. (___/5 points)

1. Louis was practicing piano _____ he heard a knock at the door.
2. Justin was studying in France _____ I was studying in England.
3. _____ I got home, I found a cat in the kitchen!
4. _____ you were studying, I was shopping for your birthday.
5. The city was hoping for a miracle _____ suddenly, a superhero appeared!

E Listen (15) to Yuna and Hiroshi having a conversation and mark the sentences *T* (true) or *F* (false). (___/5 points)

1. Yuna gives food to Hiroshi. ____
2. Yuna lived on a farm with her parents. ____
3. Hiroshi had three sisters. ____
4. Yuna came to Hiroshi's farm to buy it. ____
5. Hiroshi's corn is not growing very well. ____

F Underline the correct options to complete the sentences about actions. (___/5 points)

1. The girls always ... to school with their friends.
a) walk b) walked
2. This week, the team ... on a special class project.
a) works b) is working
3. Sue left the house at 9:00 and ... at the airport at 10:30.
a) arrived b) was arriving
4. When they got off the bus, it ... to rain.
a) started b) is starting
5. She ... at home when someone knocked on the door.
a) is b) was

G Read the instructions to write a folktale of your choice. (___/10 points)

Write a folktale from your country. Include characters, events, and a conclusion.



Name: _____ Score: _____ /50

A Read the article about the future and write a title. Then number the paragraphs in order. (___ /5 points)

____ Then, in the next ten years, there will be many changes. Cars will drive by themselves. Drones will arrive at our houses with our shopping. Clean forms of energy, like solar and wind, will become more and more important.

____ First, what about next year? there will be new and better smartphones, computers, and video games. There will be new movies to see and new songs to listen to. You will also learn and grow. You are going to have a great year!

____ People are always making plans for the near future. What are you going to do tomorrow? Will you have a test? Will you play soccer?

____ Finally, within your lifetime, you will see many changes. The ocean levels are probably going to rise. Artificial intelligence will become extremely important, and smarter than humans. We will use it to manage all aspects of society.

B Read the text about the future again and answer the questions. (___ /6 points)

1. What changes are we going to see in the next year?

2. When will we see self-driving cars?

3. Why is solar and wind energy important?

4. What will artificial intelligence do for us?

5. When will artificial intelligence become smarter than humans?

6. What will happen to ocean levels?

C Complete the sentences about predictions with the correct form of the words in parentheses. (___ /5 points)

1. Plant and animal _____ (conserve) depends on human efforts.

2. By 2030, there will be an important _____ (reduce) in traffic accidents.

3. Special booths will give local stores your exact _____ (measure) to buy clothes.

4. Offices will have special _____ (relax) cabins for workers.

5. The _____ (entertain) business will grow rapidly in the near future.

D Unscramble the words and change the form of the verbs to make questions about the future. (___/12 points)

1. visit / when / humans / new planets

2. rise / how much / the oceans

3. first people / Mars / the / go / to / when

4. in / music / what / popular / ten years / be / kind of

5. cars / be / what / of / kind / popular / year / next

6. where / live / you

E Match the conditions to the results. (___/6 points)

1. If you want to unlock doors,...
2. If students want to know something,...
3. If you want to make friends,...
4. If you want to drive somewhere...
5. If you want to buy groceries,...
6. If a person has problems with a major organ,...

- ___ there will be special apps to meet people.
- ___ a computer will scan your eye.
- ___ a special robot will buy them for you.
- ___ scientists will build a replacement body part.
- ___ they will use digital textbooks.
- ___ you will have to let a computer take control.

F Listen ⁽²⁰⁾ to an interview with car engineers and complete the sentences. (___/6 points)

1. Tonight's special program is on the future of _____.
2. Cars will inform drivers when there are _____ on the roads.
3. Drivers will be able to _____ places with traffic jams.
4. Cars will send _____ to each other with their communication systems.
5. If drivers don't _____ quickly, the car will decide what to do.
6. Cars will tell you when they need a wash or a _____.

G Read the instructions to write predictions of your life in 50 years. (___/10 points)

Write a prediction about your life in 50 years. Include information about where you will live, what you will do, and how life will be different from now.



Name: _____ Score: _____ /50

A Read the text about comics. Write a title for the article and number the paragraphs in order. (___ /5 points)

_____ The other type of supervillain is the evil genius. They use their super-intelligent brains to commit terrible crimes that regular criminals cannot. Batman's Joker is a good example of this type of supervillain.

_____ Superheroes get most of the attention in the comic book world, but what about supervillains? A villain is as important to a great story as a superhero. He or she provides the challenge that makes the hero super. There are generally two types of supervillains in American comics.

_____ Of course, Gotham City couldn't defeat the Joker without Batman's help. But it's the Joker that makes Batman a true Superhero. The fight between the two super enemies drives the action of the story.

_____ The first type has superhuman powers. Their abilities are usually the opposite of the superhero—but equally powerful. Some have super-strength or super-speed. Some even have alien powers.

B Read the text again and underline the correct answers. (___ /5 points)

1. How does a supervillain make a superhero better?
 - a. By giving the hero a challenge.
 - b. By paying attention to them.
 - c. By letting the superhero win.
2. What is not a type of supervillain mentioned?
 - a. Superintelligent.
 - b. Superpowerful.
 - c. Supersized.
3. How are some supervillains different from regular criminals?
 - a. They stand up to evil.
 - b. They commit different crimes.
 - c. They are super strong.
4. What is special about the Joker?
 - a. He has a superpower.
 - b. He's evil.
 - c. He is super-intelligent.
5. What is the purpose of the fight between the enemies?
 - a. To show who is more powerful.
 - b. To make the story interesting.
 - c. To drive the action.

C Complete the table with the missing forms of the adjectives. (___/10 points)

| | Comparative | Superlative |
|------------|-------------|-------------|
| 1. strong | | |
| 2. fast | | |
| 3. funny | | |
| 4. popular | | |
| 5. brave | | |

D Unscramble the sentences and complete them using words from the table above. (___/5 points)

- don't / character / I / know / who / is / the

- characters / love / I / the

- Lexor / think / is / I

- Manga / are / comics / with / teenagers

- superheroes / all / are

E Match the words closest in meaning. (___/5 points)

- | | |
|-----------|--------------|
| 1. rescue | ___ fight |
| 2. battle | ___ save |
| 3. strong | ___ powerful |
| 4. brave | ___ afraid |
| 5. scared | ___ fearless |

F Listen (25) and mark the sentences *T* (true) or *F* (false). (___/5 points)

- Marc only illustrates comics. ___
- Marc collects manga and superhero comics. ___
- Manga and superhero comics are the same. ___
- Manga comics are colorful. ___
- Manga stories are usually set in Japan. ___

G Complete the conversation about comics using phrases from the box. (___/5 points)

So you're saying • In my view
I'm not too sure about that
In my experience • I don't think

- A: _____
that Lexor is the best superhero?
B: I didn't say that!
- A: Do you want to read the story?
B: _____
that I can. It's late.
- A: _____
Illustrators always have a favorite superhero.
B: Really? Marc doesn't.
- A: _____
our comic should have more heroes.
B: I disagree. One is enough!
- A: Three superheroes are better.
B: _____!

H Follow the instruction to write an opinion essay. (___/10 points)

Write an opinion essay about your favorite comic.

Name: _____ Score: _____ /50

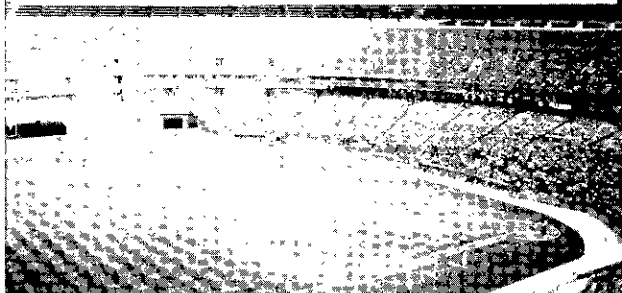
A Read the article about idioms and mark the sentences *T* (true) or *F* (false).

(___/6 points)

Idiom Origins

When someone says, "I'll take a rain check," they mean "Not now, but some other time." People usually say this when someone else offers them something. For example, if you invite a friend to dinner and the friend has other plans, he might ask for a rain check. He isn't refusing. He is showing that he cannot accept the offer at that time but would like to do it another day.

The idea came from baseball games. When baseball games got canceled because of rain, rain checks were issued to those who had tickets for that game. These rain checks let them come back to watch another game.



- "I'll take a rain check," means someone is free to do something now. ___
- People say "I'll take a rain check" when someone offers them something. ___
- A rain check is something people can say to talk about the future. ___
- The expression originated from basketball games. ___
- People received rain checks when a game was canceled. ___
- A rain check is a refund for a baseball ticket. ___

B Read the functions and match them with the parts of speech. (___/8 points)

- | | |
|--------------|-----------------|
| 1. noun | 5. pronoun |
| 2. adjective | 6. preposition |
| 3. verb | 7. conjunction |
| 4. adverb | 8. interjection |

- ___ describes a verb, adjective, or adverb
- ___ joins clauses or individual words
- ___ replaces a noun
- ___ describes an action or state
- ___ expresses a sound that shows an emotion
- ___ names a person, place, thing, or idea
- ___ shows time, place, or position relationships
- ___ describes a noun or pronoun

C Write the abbreviation for the part of speech next to the example. (___/12 points)

- about _____
- but _____
- interesting _____
- investigate _____
- phrase _____
- very _____
- ouch _____
- me _____
- take off _____
- blue _____
- slowly _____
- because _____

D Listen to the conversation about parts of speech (29) and answer *T* (true) or *F* (false).
(___/5 points)

1. Alicia and Martin are in class. ___
2. Alicia is working on a crossword puzzle. ___
3. A pronoun is a word that means the same thing. ___
4. The *ph* in *phonemic* is pronounced like an *f*. ___
5. Syllables are divisions that represent sounds of words. ___

E Look at the dictionary entries and write the name of the underlined element.
(___/5 points)

1. easily /'i:zəli/ adv fácilmente

2. flower /'flaʊə/ n flor

3. strong /'strɑ:ŋ/ adj (-er, -est) fuerte

4. think /'θɪŋk/ v (past thought /'θɑ:t/) pensar

5. wolf /'wʊlf/ n (pl wolves /'wʊlvz/) lobo

F Change the suggestions to make imperative commands.
(___/4 points)

1. You should order the words alphabetically.

2. You should write the definitions.

3. You should add a translation for each entry.

4. You should write a final version for your glossary.

G Read the instructions to write a description. (___/10 points)

Write about your favorite English word. Include what it means, what part of speech it is, and how to find it in a bilingual dictionary.



Name: _____ Score: _____ /50

A Write a title for the article and number the paragraphs in order. (___ /5 points)

_____ Some people try holding their breath to cure hiccups. Hiccups usually go away on their own, though. The diaphragm eventually goes back to normal. Then, the hiccups stop.

_____ Hiccups happen when a body part called the diaphragm starts acting strangely. The diaphragm is a strong muscle below the lungs. Normally, when you breathe in, the diaphragm moves down. This helps your lungs fill up with air. When you breathe out, the diaphragm relaxes.

_____ Our bodies are very complex. A lot of things happen to keep you alive. Most of the time, everything works well. But sometimes there are annoying problems.

_____ Sometimes however, the diaphragm gets confused. It starts moving down in a strong and rough way. When this happens, it forces air into your lungs. You breathe in really quickly. The air passes over your vocal cords. This makes the familiar hiccup sound.

B Read the text about hiccups again and answer the questions. (___ /6 points)

- How does the diaphragm move when a person breathes in?

- What does the diaphragm do when a person breathes out?

- What does the diaphragm do when a person has hiccups?

- What causes the hiccup sound?

- How do some people try to stop their hiccups?

- When do hiccups stop?

C Complete the sentences about body systems with the correct form of the words in the box. (___ /5 points)

digest • protection
send • absorb • compose

- The process of _____ starts in the stomach.
- Electrical messages are _____ from the brain to the spinal cord.
- The small intestines do most of the _____ of nutrients.
- The skull _____ the brain.
- The human body is _____ of different systems.

D Unscramble the words about the human body and write sentences in the passive voice. (___/12 points)

1. skeletal / the / controlled / by / muscles / are / brain

2. the / are / by / absorbed / stomach / nutrients

3. brain / messages / body / are / from / the / to / the / sent

4. rib cage / your / protected / lungs are / your / by

5. heart / is / the / pumped / blood / by

6. out / carbon / is / the / dioxide / lungs / pushed / by

E Complete the sentences about the body with *this*, *that*, *those*, or *these*. (___/6 points)

1. _____ are the lungs. They are part of the respiratory system.
2. Do you see _____ large thing over there? It's the heart.
3. What is _____ red mark on the back of my hand? It's a scratch.
4. _____ arteries leaving the heart are blood vessels.
5. There are three types of _____ vessels: veins, capillaries, and arteries.
6. What are _____ two bean-shaped organs? They are the kidneys.

F Listen to the conversation about the steps for good nutrition (33) and answer the questions. (___/6 points)

1. Why is it important to take control of your nutrition?

2. Why is protein important for athletes?

3. What foods have a lot of protein?

4. Why are carbohydrates important for athletes?

5. What kinds of foods have good carbohydrates?

6. What are some good foods to eat for fats?

G Read the instructions to write a description of a body system. (___/10 points)

Write a description of one of the body systems. Include a diagram to explain the process.



Name: _____ Score: _____ /50

- A** Read the text about ways to express ideas and write full sentences to answer the questions. (___ /10 points)

Expressing Ideas without Words

Instrumental music doesn't have words, but it still can express specific feelings. Why does some music make us happy, and other music make us cry? In general, slow music is related to serene or sad feelings, and fast music is related to cheerful, positive feelings. How can we express ideas with our bodies? When we talk, we move muscles in our face that express what we really feel. When you look at a person, you can observe a smile, or a frown. You don't need words to see if a person is sad or angry. Sometimes the words we say don't seem honest, because our facial language expresses a different message.

1. What can slow music indicate?

2. What can the muscles in a person's face show?

3. What happens when we talk?

4. How can people express ideas and feelings without words?

5. What happens when our words and our facial language don't agree?

- B** Complete Jim's story about his adventures using the correct form of the verbs in parentheses. (___ /10 points)

Mr. Jim Brown is an accountant. He 1) _____ (work) at the same company for years, he 2) _____ (live) in the same little house all his life, and he 3) _____ (wear) the same boring clothes for months. But Mr. Brown is also an adventurer. He 4) _____ (travel) to Antarctica, Brazil, and Cuba. He 5) _____ (climb) mountains and volcanoes. He 6) _____ (visit) museums in Italy and temples in Indonesia. Mr. Brown and his parents 7) _____ (go) to Israel together and they 8) _____ (walk) in the old cities. His parents were very tired, and they 9) _____ (not travel) with him since.

Last year was a special year for Mr. Brown. He got married to a woman from his street! He and his wife 10) _____ (not decide) where to travel first. Will this be the end of Mr. Brown's adventures?

- C** Complete the sentences about Jim with *for* or *since*. (___ /5 points)

1. Jim has lived in England _____ six months.
2. He has felt sick _____ Wednesday.
3. Jim has kept a journal _____ two years now.
4. Jim hasn't gone to a concert _____ 2002.
5. Jim has studied every day _____ January.

D Complete the sentences about text elements with the words in the box.

(___/5 points)

songs • bibliography • communicate
glossary • language

1. You can use the _____ to check vocabulary.
2. Before English, the world _____ was French.
3. Do you _____ in English during classes?
4. I check references in the _____.
5. A good way to practice English is to listen to _____.

E Listen to Elena and Lizzie talk about Singapore (39) and mark the sentences *T* (true) or *F* (false). (___/5 points)

1. Elena and Lizzie are talking in a café. ____
2. Elena and Lizzie are in Singapore. ____
3. Elena has been gone for three months. ____
4. Elena has new friends in Singapore. ____
5. Singlish is when you sing in English. ____

F Complete the discussion about rap music with phrases from the box. (___/5 points)

I see your point, but • Do you mean that I think • Let me say something else.
In conclusion

ALEX: Rap music?

- 1) _____ it's cool!
Rappers have a lot of interesting things to say to people.

GWEN: 2) _____ rap is real music? I don't think it is. It doesn't have much of a melody.

ALEX: Maybe, but the rhythm is great. Millions of people love it!

- 3) _____. Rappers express their feelings very well.

- 4) _____, rap is definitely an important style of music.

GWEN: Okay, 5) _____ I still don't like it. Maybe I should listen to it more, so I can appreciate it better.

G Read the instructions to write a description. (___/10 points)

Describe a style of music that you like. Do you listen more in English or in your language? Does the language change the music?



Unit 1

- A** 1. Smoke jumpers jump out of airplanes. 2. They fight wildfires. 3. They drop food, supplies, and tools out of the planes. 4. They can stay alone near a fire for up to two days. 5. They cut down trees so that the fire has nothing to burn.
- B** 1. wakes up, 2. walks, 3. meet, 4. check, 5. lives, 6. is, 7. is helping, 8. is learning, 9. has, 10. are starting
- C** 1. get rid of, 2. chores, 3. are chasing, 4. am searching, 5. risky
- D** 1. do, 2. practice, 3. is building, 4. is learning, 5. take
- E** (from top to bottom) 4, 5, 1, 3, 2
- F** 1. T, 2. F, 3. F, 4. T, 5. T
- G** *Answers will vary.* Grade students on: content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Unit 2

- A** 1. F, 2. T, 3. T, 4. F, 5. F
- B** (from top to bottom) 5, 4, 3, 1, 2
- C** 1. fairly, 2. extremely, 3. quite, 4. absolutely, 5. extremely
- D** 1. F, 2. T, 3. F, 4. F, 5. F
- E** 1. beautiful, new, Japanese; 2. large, old, green; 3. new, red, French; 4. huge, round, chocolate; 5. scary, tall, old
- F** 1. The fans watched the movie excitedly. 2. The stars acted well in the latest Hollywood movie. 3. The first time the actor drove on the highway, he drove carefully. 4. The pop group performed beautifully at their first concert in Los Angeles. 5. The director shouted angrily at the actors.
- G** *Answers will vary.* Grade students on: content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Unit 3

- A** 1. b, 2. c, 3. c, 4. a, 5. c
- B** 1. like visiting, 2. hates dancing, 3. loves living, 4. like creating, 5. don't like asking
- C** (from top to bottom) 5, 1, 4, 2, 3
- D** 1. hobbies, 2. techniques, 3. knitting, 4. leap, 5. crowded
- E** (from top to bottom) 5, 4, 1, 2, 3
- F** 1. isn't she, 2. aren't you, 3. will they, 4. do we, 5. was it
- G** 1. F, 2. F, 3. F, 4. T, 5. T
- H** *Answers will vary.* Grade students on: content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Unit 4

- A** 1. Victor. 2. Los Angeles. 3. The bus leaves at 7:30. 4. The Sleep Good Inn on La Cienega. 5. Some classic movies are playing. 6. The opening presentation and a movie called *Broken Colors*. 7. They have to leave before it starts.
- B** *Possible answers:* Let's... Shall we... Why don't we... I'm not sure. Why not?
- C** 1. calm, 2. buzzes, 3. passes, 4. split, 5. chime, 6. wander
- D** 1. You don't have to tip waiters in Japan. 2. People must not fly kites in London. 3. You must have a passport to travel abroad. 4. You need to be careful. 5. Travelers should check the weather forecast. 6. The airline crew might ask you to turn your phone off.
- E** 1. review, 2. schedule, 3. subway, 4. city, 5. sight, 6. eat
- F** 1. hesitate, 2. compromise, 3. souvenir, 4. field trip, 5. ferry
- G** *Answers will vary.* Grade students on: content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Unit 5

- A** 1. They are popular everywhere. 2. The Brothers Grimm wrote popular versions of these classic folk tales. 3. It is a collection of Middle Eastern fairy tales. 4. Because they experience similar things to us. 5. We can learn about life and how to behave.
- B** 1. was reading, 2. heard, 3. was, 4. was walking, 5. saw, 6. ran, 7. listened, 8. opened, 9. screamed, 10. was sitting
- C** 1. keep, 2. break, 3. takes, 4. fell, 5. earn
- D** 1. when, 2. while, 3. When, 4. While, 5. when
- E** 1. F, 2. T, 3. F, 4. F, 5. T
- F** 1. a, 2. b, 3. a, 4. a, 5. b
- G** *Answers will vary.* Grade students on: content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Unit 6

- A** *For the title, answers may vary. (From top to bottom)* 3, 2, 1, 4
- B** 1. New technology, video games, movies, and songs. 2. In the next ten years. 3. They are clean forms of energy. 4. It will manage all aspects of society. 5. Within my lifetime. 6. They will rise.
- C** 1. conservation, 2. reduction, 3. measurement, 4. relaxation, 5. entertainment



D 1. When are humans going to visit new planets? / When will humans visit new planets? 2. How much are the oceans going to rise? / How much will the oceans rise? 3. When are the first people going to go to Mars? / When will the first people go to Mars? 4. What kind of music is going to be popular in ten years? / What kind of music will be popular in ten years? 5. What kind of car will be popular next year? / What kind of cars are going to be popular next year? 6. Where are you going to live? / Where will you live?

E (from top to bottom) 3, 1, 5, 6, 2, 4

F 1. cars, 2. accidents, 3. avoid, 4. messages, 5. react, 6. service

G Answers will vary. Grade students on: content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Unit 7

A For the title, answers may vary. (from top to bottom) 3, 1, 4, 2

B 1. a, 2. c, 3. b, 4. c, 5. c.

C *Comparative*: stronger, faster, funnier, more popular, braver; *Superlative*: strongest, fastest, funniest, most popular, bravest

D 1. I don't know who is the strongest character. 2. I love the fastest characters. 3. I think Lexor is funny. 4. Manga comics are the most popular with teenagers. 5. All superheroes are brave.

E (from top to bottom) 2, 1, 3, 5, 4

F 1. F, 2. T, 3. F, 4. F, 5. T

G 1. So you're saying, 2. I don't think, 3. In my experience, 4. In my view, 5. I'm not too sure about that!

H Answers will vary. Grade students on content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Unit 8

A 1. F, 2. T, 3. T, 4. F, 5. T, 6. F

B (from top to bottom) 4, 7, 5, 3, 8, 1, 6, 2

C 1. prep, 2. conj, 3. adj, 4. v, 5. n, 6. adv, 7. int, 8. pron, 9. ph v, 10. adj, 11. adv, 12. conj

D 1. F, 2. T, 3. F, 4. T, 5. T

E 1. Part of speech, 2. Phonemic script, 3. Comparative and superlative forms, 4. Past form, 5. Irregular plural form

F 1. Order the words alphabetically. 2. Write the definitions. 3. Add a translation for each word. 4. Write a final version for your glossary.

G Answers will vary. Grade students on: content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Unit 9

A For title, answers may vary. (From top to bottom) 4, 2, 1, 3

B 1. It moves down. 2. It relaxes. 3. It moves down in a rough, strong way. 4. When air quickly passes over the vocal cords. 5. By holding their breath. 6. When the diaphragm goes back to normal.

C 1. digestion, 2. sent, 3. absorption, 4. protects, 5. composed

D 1. Skeletal muscles are controlled by the brain. 2. Nutrients are absorbed by the stomach. 3. Messages to the body are sent by the brain. 4. Your lungs are protected by your rib cage. 5. Blood is pumped by the heart. 6. Carbon dioxide is pushed out by the lungs.

E 1. These/Those, 2. that, 3. this, 4. Those/These, 5. these/those, 6. those/these

F 1. Because your body needs the right energy to perform. 2. It's the most important energy source for muscles. 3. Meat, eggs, and beans. 4. Carbohydrates give us energy. 5. Brown rice, whole wheat bread, and oatmeal. 6. Avocados, nuts, and fish.

G Answers will vary. Grade students on: content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).

Unit 10

A 1. It can indicate serene or sad feelings. 2. They can express how we really feel. 3. We move muscles in our face that show our emotions. 4. We can smile or frown. 5. Our words don't seem honest.

B 1. has worked, 2. has lived, 3. has worn, 4. has traveled, 5. has climbed, 6. has visited, 7. have gone, 8. have walked, 9. haven't traveled, 10. haven't decided

C 1. for, 2. since, 3. for, 4. since, 5. since

D 1. glossary, 2. language, 3. communicate, 4. glossary, 5. songs

E 1. F, 2. F, 3. T, 4. T, 5. F

F 1. I think, 2. Do you mean that, 3. Let me say something else, 4. In conclusion, 5. I see your point, but

G Answers will vary. Grade students on: content (2 points), organization (2 points), spelling (2 points), punctuation (1 point), grammar (3 points).



Evaluation of all skills in *Quest* should be interpreted at the B1 (Threshold) Level of the Common European Framework. This states the student “can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken.

Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.” You should keep this in mind when marking written and spoken work.

Writing

It is unrealistic to expect students to produce perfect examples of reviews, biographies, and other texts at B1 level. However, they should be aiming to do the following:

- Use simple sentences to describe an event (where, when, and what happened)
- Use short sentences and expressions to write about different aspects of daily life
- Write personal letters or emails with standard expressions conveying functions such as introducing oneself, inviting and responding, thanking people, or making requests
- Give details about where they live and how to get there
- Give information about their education, work, interests, and skills
- Use simple linking words effectively (*but, because, or, etc.*)
- Show they have a vocabulary large enough to give relevant information to the task
- Use linking words to express a chronological sequence of events (*first, then, etc.*)
- Use previously taught language such as tenses and conditionals in appropriate texts and in a relevant way

The overall marks in the following table provide a uniform criteria to the question of whether a

Overall Marking Scheme

| Mark | Criteria (3 = Pass) |
|------|----------------------|
| 5 | Excellent |
| 4 | Good |
| 3 | Reasonable |
| 2 | Inadequate |
| 1 | Poor |
| 0 | Irrelevant/Illegible |

student has achieved the above goals when writing a text.

However, before giving a final mark for a written text, separate assessments should be made on the following areas:

Content—Does the text include all the points related to the task?

Organization and cohesion—Is the text logically presented and understandable?

Appropriateness of register and format—Is the writing style and presentation appropriate to the type of text in the task?

Accuracy and range—Does the text include wide and effective use of previously taught vocabulary and grammar?

Target reader—Is the intended message clearly communicated?

Example: Describing an Event

Content (major points)—Description must include all the points in the tips, e.g., when and where the event happened, what the person did, etc.

Content (minor points)—Extra details about the event, including specific descriptions.

Organization and cohesion—Review format with clear organization of paragraphs moving from general to specific and giving opinions.

Appropriateness—A review or personal opinion.

Accuracy and range—Appropriate language for giving details of and an opinion about an event. Use of relevant vocabulary and previously taught structures.

Target reader—Provide enough information for the reader to form an opinion about the event and decide if he or she would like it.

Writing Tips

A Travel Brochure

- Write directly to your audience using personal pronouns.
- Pick a theme for the destination, such as *adventure* or *arts and culture*.
- Provide details about the activities.
- Explain what people will do in chronological order.

The Flaming Lips
November 17
Foro Sol, Mexico City

Last week I went to a festival which presented an American band called The Flaming Lips I would describe them as a psychedelic happy band of alternative music. I know them since 1993 and this is the first time they come to Mexico

First the staff appeared to fix the stage all dressed in orange as street workers, the drums, cables, amplifiers and even the microphones were orange too! Then the leading singer appeared in a white suit and said hello to us, and the show begun with different projections on the screens behind them.

A funny detail was that, previously they had chosen people from the audience to get dressed with teletubbies costumes and they appeared through all the show onstage, lucky them! The singer introduced them and then got inside a giant plastic bubble and walked on top of the crowd!

They played almost all their greatest hits and everyone sang each of them. I was a little unhappy when they said good-bye without playing one of my favorite songs. But for sure it was a great show, and you don't need to know them previously because for sure you are gonna love them.

Content—All content points covered and developed well. (5)

Accuracy and range—Mostly accurate, but some errors (*the show begun...*) and awkward expressions (*they appeared through all the show...*). Good use of adverbs (taught in class). Excellent range. (4)

Organization and cohesion—Good, clear organization. Good use of linking words. (5)

Appropriateness—Generally appropriate. (4)

Target reader—Would be fully understood by the reader. (5)

Grade 5

Marking Criteria

Example: Describing an Event

Fabulosos Cadillacs

The Fabulosos Cadillacs were performed in México City at November.

They haven't been to México since 2002, when the band broken relations ships.

The band sang many songs and Danced many styles in this concert. The people was singing all songs but when they sang "Malbicho" The people was clapping and Dancing.

The band played some instruments, all of them were magnificent The sound was cool too. My favorite time was when they songs "Matador" This song was written for them and was a hit in the nineties.

If you like the rock music and ska, you should be listen this band.

Content—Most major content points included, with some omissions. (3)

Accuracy and range—A number of errors that don't affect communication. Misuse of articles (taught in class). Reasonable range. (3)

Organization and cohesion—Adequate organization. No linking words. (3)

Appropriacy—Appropriate register attempted but not always successful. (3)

Target reader—Message communicated with some effort by the reader. (3)

Grade 3

Teaching Tips

Assessments

The Marking Criteria on the right can be used for the written questions in the assessments in the *Teacher's Guide*. All writing assessments carry a score of 10 points. Use these criteria to mark your students' work and double the grade you give them to get a mark out of 10. It is also possible to adapt this system to the grading criteria you have in your school.

| Mark | Mark | Mark |
|------|------|---------|
| 5 | A | 90–100% |
| 4 | B | 70–90% |
| 3 | C | 50–70% |
| 2 | D | 30–50% |
| 1 | E | 10–30% |
| 0 | F | 0–10% |

Correction and Feedback

Students should be encouraged to correct their own and each other's work. Underline each mistake in a text and use the key on the right to tell students what type of error they are looking for.

It is often a good idea to focus on one particular problem area, rather than trying to correct every mistake in a text. Hold class feedback sessions about common problems.

| Symbol | Meaning | Example |
|--------|---------------------------|-----------------------------|
| Sp | Spelling | recieved |
| P | Punctuation | Whats your name. |
| WO | Word order | Always I go shopping. |
| T | Wrong tense | They have played yesterday. |
| S/V | Subject-verb disagreement | The people was clapping. |
| M | Meaning not clear | Come and rest with us. |
| [] | Unnecessary word | It was too much difficult. |
| ^ | Missing word | You should listen them. |

Speaking

Students' speaking skills should be continually assessed throughout the year using the speaking activities in the *Activity Book*. It is important that students can express themselves in basic situations and use relevant strategies to help them make progress in the classroom:

- asking for and giving information
- stating simple facts
- ordering food
- buying tickets
- reacting to news
- making and responding to invitations
- describing likes and dislikes
- making arrangements
- responding to statements
- describing oneself and others
- describing homes
- telling a simple story
- describing one's background
- asking for repetition
- showing understanding
- asking for help

Evaluation takes into account the following performance indicators:

Grammar and vocabulary—Accuracy and range leading to effective interaction.

Discourse management—Logical development of sentences relevant to the task. Assess factors such as linking words and overlong hesitation.

Pronunciation—Ability to produce intelligible words that fulfill the requirements of the task.

Interaction—Active development of discourse, including initiating and responding appropriately.

Use the indicators in the table below to award an overall mark on the effectiveness of students' responses to the task.

These marks can be adjusted and adapted to the marking scheme at your school (see the *Marking Criteria* on page 200).

| Mark | Criteria (3 = Pass) |
|------|----------------------|
| 5 | Excellent |
| 4 | Good |
| 3 | Reasonable |
| 2 | Inadequate |
| 1 | Poor |
| 0 | Irrelevant/Illegible |

Teaching Tips

Correction and Feedback

This should be used to help motivate students rather than embarrass or demotivate them.

- Try to correct individual students on a one-to-one basis.
- Do not name individual students when doing class feedback.
- Monitor speaking activities and make notes of common mistakes for a class feedback activity.
- Do not try to record every mistake you hear. Focus on certain aspects and tell your students in advance what you are listening for, so they have an opportunity to correct themselves when they talk to each other.
- Give feedback on positive aspects and where students are making progress.



Track 2 (Unit 1, Activity Book, page 12)

WENDY: Hi, Joe. I hear you are working at the pool. So what's a typical day like for a volunteer lifeguard?

JOE: Yeah, that's right Wendy. Well, a typical day, hmmm... I usually arrive at the pool about an hour before my shift. Then I get changed. I teach a class in the morning.

WENDY: What kind of class?

JOE: A swimming class to young kids. This week, I am teaching backstroke to a group of fifteen kids. I teach them to be safe in the water.

WENDY: What do you do after your class?

JOE: I check the locker rooms. I make sure they are clean. Then I have a meeting with the other guards. We plan the schedule for the day.

WENDY: Is being a lifeguard risky?

JOE: It can be, but we are very careful. We follow the rules to make sure everyone is safe.

WENDY: Do you ever swim?

JOE: Yes, I usually swim at the end of the day. Swimming is great exercise. I am training for a competition.

WENDY: Really? Cool!

Track 3 (Unit 1, Activity Book, page 12)

1. I *usually* swim at the end of the day.
2. I usually *swim* at the end of the day.
3. I usually swim at the *end* of the day.

Track 4 (Unit 1, Activity Book, page 14)

FIREFIGHTER: Adam's County fire station.

MARTHA: Hello. Can I ask you some questions, please?

FIREFIGHTER: Sure. How can I help, you?

MARTHA: I'm interested in volunteering for the fire department. Can you tell me about the job?

FIREFIGHTER: Certainly. First, may I have your name, please?

MARTHA: Yes, you may. It's Martha Cohen.

FIREFIGHTER: Thank you, Ms. Cohen. How old are you?

MARTHA: I'm eighteen.

FIREFIGHTER: Excellent, that's the minimum age. Now, it's a great job. You need to be physically fit, and our training day is Saturday. Can you tell me when you're available?

MARTHA: I am free on Saturdays. Do I need any experience? I don't have any.

FIREFIGHTER: That's not necessary. But, there is a lot to learn.

MARTHA: Great! May I come this Saturday?

FIREFIGHTER: Yes, of course. We start at nine. We look forward to meeting you!

Track 5 (Unit 2, Activity Book, page 24)

KATE: We've been working on this script for hours, Rachel.

RACHEL: I know. Let's talk about the chase scene before we finish.

KATE: OK. What do you want to do?

RACHEL: Perhaps it should take place in the museum. Alicia and Carson both go to a party at the museum. Alicia is wearing a glamorous, pink, satin dress. Carson has a tuxedo. He pretends he is a successful, young French businessman. Then, they dance in the beautiful, festive ballroom. But Alicia knows he's not being honest.

KATE: OK...Then what happens?

RACHEL: Then, Alicia chases him through the long, dark museum hallway, but he escapes. What do you think, Kate?

KATE: Here's my idea: Carson breaks into the museum. He tries to steal a priceless, old, marble statue from an exhibit. But Alicia is watching. He gets into his fast, red vehicle and drives away. Then, Alicia chases him in her car.

RACHEL: Fine. If that'll make you happy, we can do that. But I just have one question.

KATE: What's that?

RACHEL: Where are we going to get cars?

Track 6 (Unit 2, Activity Book, page 24)

1. exhibit
2. hate
3. horrible
4. hour

Track 7 (Unit 2, Activity Book, page 24)

1. Perhaps we should go to the museum.
2. She drives an old, white vehicle.
3. The man was happy to see his old friend.
4. I don't like people who aren't honest.
5. My sister got scared when she saw a ghost.
6. There is a long hallway in my house.

Track 8 (Unit 2, Activity Book, page 27)

Alan the Actor

Alan the actor has quite an effect.

When he reads a line,

He sounds nearly perfect.

Alan the actor is a comedy master.

All the little old ladies

are filled with laughter.

Alan the actor appears in many movies.

He captures evil villains,

And he kisses great beauties.

Alan the actor has enthusiastic fans.

He happily signs papers,

And he eagerly shakes hands

Track 9 (Unit 3, Activity Book, page 36)

CHRIS: Step two. Step three. Kick!

GINA: Hey, Chris! What are you doing?

CHRIS: Ah!

GINA: You're dancing great! I thought you hated dancing.

CHRIS: I do! I don't like normal dancing. But this is different. I am practicing for a flash mob on Saturday.

GINA: A flash mob? What is that?

CHRIS: Well a bunch of people meet at a public place, secretly. We stand in position. Then, music starts playing and we all dance. It's all choreographed and it always surprises the people nearby.

GINA: Do they like it?

CHRIS: They love it! They always clap and tell us what a great surprise it was

Then we collect donations to help the children's hospital. That's why I do it. I like to help with my free time.

GINA: I want to see it!

CHRIS: I can't tell you where it is. It has to be a secret.

GINA: Come on! You won't like me following you around all week.

CHRIS: You won't give up, will you?

GINA: Nope.

CHRIS: All right then, do you know Liberty Park?...

Track 10 (Unit 3, Activity Book, page 36)

1. putting
2. beginning
3. becoming
4. paying
5. thinking
6. calling

Track 11 (Unit 3, Activity Book, page 36)

1. Chris doesn't like dancing.
2. I hate cleaning.
3. You're not moving.
4. They spend a lot of time helping.

Track 12 (Unit 3, Activity Book, page 38)

DAN: Hey, Sheila. You have some make-up I can borrow, don't you?

SHIELA: Why do you need make-up, Dan? You're doing another flash mob, aren't you?

DAN: Yeah! They're so much fun! I need the make-up so I can paint my face.

SHIELA: What kind of mob is it again? Last time, it was a zombie mob, wasn't it?

DAN: Yeah. We're doing it again. We're going to dress and act like zombies!

SHIELA: What for?

DAN: It's just for fun! You aren't interested in joining us, are you?

SHIELA: Umm...I don't think so.

Track 13 (Unit 4, Activity Book, page 48)

DAD: OK, let's review our plan for the New York trip. Shall we go to Central Park first? What do you think, Steven?

STEVEN: OK fine. I don't want to go to any museums, that's for sure. There are lots of other things on our schedule.

DAD: All right. So, we leave Central Park at around 10 and go to Times Square.

LAURA: Let's ride the subway there!

DAD: Sure, Laura. How about we go to the Empire State building after that?

STEVEN: Yes, in the afternoon.

LAURA: If we walk to the Empire State Building, we can see more of the city.

DAD: That's a good idea, Laura. Then we can go to the Statue of Liberty. We can take a ferry. That's our last sight of the day.

STEVEN: Wait. We need to eat. Let's get food before we take the subway downtown.

DAD: Oh yes! We all need to eat!

Track 14 (Unit 4, Activity Book, page 48)

1. We leave *Central Park* at around 10:00.
2. We leave Central Park at around 10:00.

Track 15 (Unit 5, Activity Book, page 60)

YUNA: Thank you for the food, Hiroshi.

HIROSHI: You're welcome, Yuna. So where are you from?

YUNA: I was born far north of here. My family owned a farm. I lived there with my parents and three sisters.

HIROSHI: I grew up on a farm, too. It was my grandparents' farm. I always wanted to leave and travel the world. But my grandfather needed me. I helped him a lot. Did you travel much?

YUNA: Yes. When I was old enough, I began to travel. I traveled to China last year. I saw so many beautiful things while I was visiting that country. Before I came here, I was living in the mountains of Japan.

HIROSHI: Why did you come here?

YUNA: Well, I was traveling the countryside when I passed these beautiful fields. I stopped to explore. Your farm is very nice.

HIROSHI: Thanks. I bought this land when I was a young man.

YUNA: What do you grow?

HIROSHI: Well, this year, I planted wheat and corn. But they aren't growing well.

YUNA: That's too bad. Maybe I can help.

Track 16 (Unit 5, Activity Book, page 60)

1. owned
2. passed
3. planted

Track 17 (Unit 5, Activity Book, page 60)

1. Hiroshi lived on a farm with his grandparents.
2. Yuna wanted to explore the beautiful fields.
3. Hiroshi helped his grandfather on the farm.
4. Yuna decided to travel the countryside.
5. Yuna traveled to China.
6. Yuna stopped to visit Hiroshi's farm.

Track 18 (See Reader, pages 60–71.)

Track 19 (Unit 5, Teacher's Guide, page 87)

1. deep, agreed
2. been, deep
3. laugh, though
4. though, right

Track 20 (Unit 6, Activity Book, page 72)

KEVIN: This is Kevin Jones for Channel 4 News. Tonight we bring you a special program. It is on the future of cars. I'm talking to vehicle engineers Max Weber and Clara Bell. Clara, what can we expect later this century?

CLARA: Lots! For example, cars will tell drivers when there are accidents on the road. This will really help with traffic in cities. Drivers can avoid places with traffic jams.

KEVIN: That's amazing! What do you think, Max?

MAX: Cars are also going to have communication systems. They will send messages to each other. So let's say there's ice on the road. The car will send warning messages to other cars. And if the driver doesn't react quickly, the car will decide what to do. It will try to stop the crash before it happens. It will give directions and try to choose a safe route.

KEVIN: Wow! Our roads are going to be very smart—and safe!

CLARA: That's right. Cars will also tell you when they need a wash or a service. We will have all of the information we need.

KEVIN: Wow!

Track 21 (Unit 6, Activity Book, page 72)

1. He is dirty. He needs a wash.
2. He is always late. He needs a watch.

Track 22 (Unit 6, Activity Book, page 72)

1. This is Kevin Jones for Channel 4 News.
2. Tonight we bring you a special program.
3. It will try to stop the crash.
4. Cars are also going to have communication systems.
5. It is on the future of cars.

Track 23 (Unit 6, Activity Book, page 72)

If Charlie chews shoes, should Charlie choose the shoes he chews?

Track 24 (Unit 6, Activity Book, page 75)

NARRATOR: Welcome to Science for Everyone! Today we will talk about the future of food. What will food be like in the future? What will it cost to bring food to our table? Welcome Erik Thompson, our nutrition expert. Erik how much will the price of food increase? Will it be cheaper or more expensive?

ERIK: In fifty years, if you want a hamburger, you will pay a high price for it. Meat will cost ten times what it costs now! Why? By 2050, the world population will be nine billion. There won't be enough meat for everyone.

NARRATOR: Why is that?

ERIK: Because raising animals is expensive and takes time. It takes 2,500 gallons of water to raise just one pound of beef!

NARRATOR: So, what will people eat?

ERIK: Bugs! Many cultures already include bugs as part of the diet. In the future, this will become more common around the world.

NARRATOR: And how will we get those bugs?

ERIK: Farmers will raise insects, just like they raise cows and pigs today. Insects grow quickly, so there will be enough to feed the world's population.

NARRATOR: Are insects healthy food?

ERIK: Insects are quite nutritious. In fact, bugs have twice as much protein as beef.

NARRATOR: So, get ready. If you go to a restaurant, beetles, grasshoppers, and worms will be on the menu.

ERIK: Supermarkets are going to be full of bug products, too.

NARRATOR: Which ones will you try?

Track 25 (Unit 7, Activity Book, page 84)

HOST: Today on the Comic Nerd podcast, I'm talking to comic illustrator Marc Rivera. Welcome, Marc.

MARC: Thank you for inviting me!

HOST: You're busier than most illustrators because you're also a comic collector. Do you still collect comics?

MARC: Yes, I do.

HOST: Which type is the most valuable?

MARC: It depends on the collector. I collect superhero comics and manga comics.

HOST: Which is more interesting?

MARC: Many fans are loyal to one or the other. It's hard to say one is better than the other.

HOST: Aren't they the same? What's so different?

MARC: Oh, superhero comics are more colorful, and manga are black and white.

HOST: Are manga characters more serious?

MARC: Yes, in some ways. But they are also funnier. They have a different sense of humor.

Host: What else is different?

MARC: Well, location. Superhero characters battle in US cities or imaginary cities, while Manga stories are normally set in Japan.

Host: So, are manga comics more realistic?

MARC: Not really. They are both enjoyable. The interesting thing is that we can learn about two different cultures by reading them.

Host: So tell us, how many comic books do you have?

MARC: About 25,000 and counting!

Track 26 (Unit 7, Activity Book, page 84)

1. Do you still collect comics?
2. Which type is the most valuable?
3. Are manga comics more realistic?
4. What else is different?

Track 27 (Unit 7, Activity Book, page 84)

1. What kind of comic books do you like?
2. Do you like to draw comics?
3. How did the superhero get her power?
4. Can most superheroes fly?
5. What was your favorite comic as a child?

Track 28 (Unit 7, Activity Book, page 87)

MEDIA GUY: We're here at Comic-Con talking to young writers and illustrators. Hi, Amelia. Tell us about your work.

AMELIA: Sure. This is Angen. She fights a more modern kind of villain: natural disasters. As a girl, she was in a mining accident in Chile. Then she gained a really useful super power: making force fields, invisible walls, basically. Nothing can pass through them. This story is about a terrible flood. Angen rescues a whole town from dangerous flood waters. Later, there is a mudslide and she saves a family. The mud can't pass through her force field.

MEDIA GUY: Hey, Jessica. Tell us what you're working on.

JESSICA: I'd love to. My superheroine is Fatima. She was born with a special ability: she has a laser with the power to heal the sick or destroy villains. The only problem is that using her laser makes her weak. It takes a long time for her to recover. In this story, she cures orphan children in a war zone. Fatima almost dies helping the kids, but when she is stronger, she's going to use her laser on the villain that started the war.

Track 29 (Unit 8, Activity Book, page 96)

MARTIN: What are you doing, Alicia?

ALICIA: Hi, Martin. I'm working on a crossword puzzle. Can you help me?

MARTIN: Sure

ALICIA: Oh, great! Take a seat. There's a chair in the corner.

MARTIN: OK. What's the first clue?

ALICIA: OK. Two down is a word that means the same thing. It starts with an s.

MARTIN: Oh, that's a synonym. That was an easy one.

ALICIA: Eight letters. Yes, that fits. Thanks.

Now... Oh, four down is a pronoun.

MARTIN: What does *pronoun* mean?

ALICIA: It means a word that replaces a noun.

MARTIN: Oh, right. What's five down?

ALICIA: A word that describes a noun.

Hmm. What's the answer?

MARTIN: Let's see... it's adjective, I think.

ALICIA: Of course! Great. Next, six across. A kind of script that shows the pronunciation of words.

MARTIN: I bet that's the phonemic script.

It has an *f* sound but it starts with *ph*.

ALICIA: Yep, it fits. Last one. Seven across:

divisions that represent sounds of words

MARTIN: Syllables, I think.

ALICIA: How do you spell it?

MARTIN: It's spelled s-y-l-l-a-b-l-e-s. Does it fit?

ALICIA: Perfect. That was easy!

MARTIN: Well, they aren't so difficult when you share the work.

Track 30 (Unit 8, Activity Book, page 96)

1. Oh great! Take a seat.
2. It's an adjective, I think.
3. I bet that's the phonetic script.
4. There's a chair in the corner.

Track 31 (Unit 8, Activity Book, page 98)

MR. THOMPSON: OK, everyone. Get into teams of four. Choose a team leader. We're going to have a dictionary race. I will read a sentence out loud. I'm going to stress a specific word from that sentence, so listen carefully. OK, here goes: *Marissa was scared to stay home alone at night.* Now, everyone look up the word. Find the word individually for your team. Which group is going to win?

STUDENTS: Mr. Thompson, we've got it!

MR. THOMPSON: All right, blue team! Stand up. Now, give the correct definition based on the sentence I read. You'll have two minutes. Remember don't shout out answers. OK, are you ready? Who's your leader?

KIM: I am!

MR. THOMPSON: Great. Kim, what is the word and how do you spell it?

KIM: So the word is *scared*. S-C-A-R-E-D.

MR. THOMPSON: Good. How many syllables does it have?

KIM: It has one syllable.

MR. THOMPSON: What part of speech is it?

KIM: It's an adjective. We think the correct definition is "to be frightened."

MR. THOMPSON: That's right!

Track 32 (Unit 8, Activity Book, page 99)

NARRATOR: Did you know that English "borrows" many words from different languages? Some of them have funny origins. For example, the Latin word *muscle* means "little mouse." So how did muscles and mice become connected? Try this: Make a tight fist. Some muscles in your upper hand might move up. Loosen your fist, and they will go down. Long ago, people thought this movement looked like mice running under the skin! Did you know the word *ketchup* came from the Chinese word *kachiap*? *Kachiap* was a fish sauce. Sailors used it, but they also made their own *kachiap* with tomatoes. It tasted good, and the nutrients in tomatoes protected them from disease. Did you know the French phrase *faux pas* is often used in English? It means "mistake." Pronounce the phrase /foʊ/ /pa/. Don't say "fox paws." That's a mistake! Are there words from other countries in your language?

Track 33 (Unit 9, Activity Book, page 108)

TAYLOR: Listen up, guys. As team captain this year, I have decided we are going to take control of our own nutrition. We are going to win the soccer championship. But our bodies can't perform at maximum speed and power if they don't have the right energy. Take a look at this example meal plan. You can see the first priority is protein. It's the most important source of energy for muscles. There's some in every meal.

TANYA: I love chicken. How much chicken should I eat for lunch?

TAYLOR: How about you try to eat a really big piece of chicken breast. Make sure it isn't fried though!

SUSAN: I don't like chicken.

TAYLOR: That's fine. You can eat fish if you prefer. You can also eat some types of pork and a little beef.

MIKE: Hey, I'm vegetarian!

TAYLOR: How about eggs then? I would say two or three eggs per meal. And you can eat lots of lentils and beans. OK, second, we are athletes, so we need a lot of carbohydrates. They will give us the energy we need to run and run on the field.

TANYA: Ooh, I love rice. How much rice should I eat?

TAYLOR: You can have a big serving of rice for lunch and one for dinner if you like it that much. Just try to eat more brown rice than white.

MIKE: How much bread can we have?

TAYLOR: Have two or three pieces if you want. Just make sure it is whole wheat bread instead of white. And keep it at one meal per day.

SUSAN: I love cereal for breakfast. Can I still have that?

TAYLOR: A little sugar is OK, but it gives you too much energy and then you crash. How about oatmeal instead? Can you try that? Oats have a lot of fiber and vitamins. OK. Last, we have fats. We need to eat fat, but it's really easy to eat too much if you have chips, butter, mayonnaise, or a lot of cheese. Instead, try to eat a few nuts, a half of an avocado, or fish. Got it? Now let's go win!

Track 34 (Unit 9, Activity Book, page 108)

1. Hey, I'm vegetarian!
2. I love cereal for breakfast.
3. Oats have a lot of fiber and vitamins

Track 35 (Unit 9, Activity Book, page 108)

1. ban, van
2. boat, vote
3. vow, bow
4. curb, curve

Track 36 (Unit 9, Activity Book, page 108)

1. He won the vote in a contest.
2. After the show, he took a bow.
3. They had to slow down because of the curve.
4. Be careful! That is a high curb.
5. The ban was unfair.

Track 37 (See Reader, pages 112–123)

Track 38 (Unit 9, Activity Book, page 112)

NARRATOR: This exhibit shows your nervous system. Humans cannot function without it, because it is the system your brain uses to send and receive information about what is happening in the body. It is made up of billions of nerve cells, or neurons, which join together to make nerves. It is a very complex system, but here is a simple explanation of how it works. First, there has to be stimulus. For example, you might hear loud music or touch a cold glass. Electricity is generated in a neuron and then travels through extensions to another neuron. Next, the neurons' electrical signals create chemicals. These chemicals carry the signals between neurons. After that, the chemicals travel through the body and up the spinal cord. Finally, they are received by the brain.

Track 39 (Unit 10, Activity Book, page 120)

ELENA: Can you see me?

LIZZIE: Yes! Hi, Elena!

ELENA: Hi, Lizzie! I've missed you!

LIZZIE: Me too! How is Singapore?

ELENA: School hasn't started yet, but I love it!

LIZZIE: I can't believe you've been gone for three months!

ELENA: I know! This summer has flown by fast, and it's been so busy. I'm exhausted! We haven't chatted since I arrived!

LIZZIE: I'm sure you've done a lot of cool things! I'm excited to hear about your life. Have you made a lot of friends?

ELENA: Yes, I have. My host sister has introduced me to her friends.

LIZZIE: Does everyone speak English?

ELENA: Most people have studied it in school, but they usually speak Singlish.

LIZZIE: What's Singlish?

ELENA: It's a mix of English, Chinese, Malay, and Tamil. I actually understand it, sort of.

LIZZIE: You do? How?

ELENA: Well, many words are the same as in English, but they have different meanings. I get confused a lot!

LIZZIE: Different meanings?

ELENA: Yes. Yesterday, my host mom said, "I'll send you to the supermarket." I was shocked because she hasn't shown me how to get there yet.

LIZZIE: What did you do?

ELENA: My face turned white! She saw my face and explained. When they say "send," for example, they mean "take." We had a good laugh.

LIZZIE: Sounds impossible!

ELENA: The words aren't too difficult, but I haven't figured out the pronunciation. Singlish uses the tone—you know, like intonation—of Chinese even though the words are English. Tone has a lot of meaning in Chinese, but I really don't get it!

LIZZIE: Why? You took Chinese in middle school.

ELENA: Yes, but I haven't studied it for two years!

Track 40 (Unit 10, Activity Book, page 120)

1. believe
2. local
3. everyone

Track 41 (Unit 10, Activity Book, page 120)

1. amazing
2. understand
3. people
4. impossible
5. supermarket
6. middle

Track 42 (Unit 10, Activity Book, page 124)

IRVIN: This is Irvin Glass and today on public radio hour, we're talking about English and its importance in the world. Dr. Emily Jacobs has joined us. She is a Professor

of Linguistics at the University of Ontario. Welcome.

DR. JACOBS: Thank you, Irvin. I believe that Chinese will become more important than English in the future. It will become the lingua franca.

IRVIN: Lingua franca? Do you mean the language that people speak when they don't share a language?

DR. JACOBS: Exactly. For example, if a Japanese speaker meets a Spanish speaker, they might speak English to understand each other.

IRVIN: English has been the world's lingua franca for most of the 20th and 21st centuries. I don't think that will change quickly.

DR. JACOBS: I agree that it won't be fast, but it will happen.

IRVIN: Don't you think that globalization and the Internet have helped grow English's influence even more?

DR. JACOBS: That's true, but think about money. It has a lot of importance in the world. Wouldn't you agree?

IRVIN: Yes. I would. But...

DR. JACOBS: The Chinese economy has grown a lot over the last 30 years. It will soon be the largest economy in the world.

IRVIN: So you're saying that learning Chinese will be more useful than English soon.

DR. JACOBS: Yes.

IRVIN: I see your point, but some experts disagree with you. They say that since the Internet has become more common, everything has changed. People around the world now have more contact—and much of the contact is in English.

DR. JACOBS: Yes, but I think that has already begun to change.

IRVIN: But language learners around the world haven't studied Chinese as widely as English.

DR. JACOBS: No, you're right. But if you've ever wanted to learn a new language—now is the time to consider learning Chinese.

IRVIN: You might be right!

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- Class CD with audios and images
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Components

- presents language in context in an illustrated *Reader*;
- emphasizes the contexts in which different kinds of language are used, and shows students how to use them.
- gives opportunities for self-reflection and group work.

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